

1994

Olivet Nazarene University Annual Catalog 1994-1995

Olivet Nazarene University
Olivet Nazarene University

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OLIVET NAZARENE UNIVERSITY

1-9-9-4

CATALOG

1-9-9-5

For Your Information Needs . . .

The Post Office address of Olivet Nazarene university is Kankakee, Illinois 60901-0592. Mail to administrators, offices, faculty and students may be sent to this address.

The University is located in the village of Bourbonnais on the north side of Kankakee. The campus is one and a half miles southwest of Exit 315 on Interstate 57. It is at the junction of U.S. 45-52 and Illinois 102, 60 miles south of Chicago. A campus map is in the back of this catalog.

The telephone number of the university switchboard is **815-939-5011**. Through the Centrex system our operator will redirect calls for any office. Calls may also be dialed directly to offices by using the numbers listed below. Administration offices are in Burke Hall or as noted below.

Inquiries to the University may be directed to:

PRESIDENT 939-5221

General Interest of the University

VICE PRESIDENT FOR ACADEMIC AFFAIRS, ACADEMIC DEAN 939-5213

Undergraduate curriculum, instructional programs and graduate programs

ASSISTANT DEAN OF INSTRUCTION 939-5201

Student academic problems, class schedules, orientation

REGISTRAR 939-5201

Registration for classes, graduation requirements, transcripts, grades

DIRECTOR OF ADMISSIONS 939-5203

Admission of freshmen and transfer students, requests for catalogs, applications for admission and other information

DEAN OF THE SCHOOL FOR GRADUATE AND ADULT STUDIES 939-5291

Master's degree programs, degree completion for adults

DIRECTOR OF FINANCIAL AID 939-5249 Miller Hall

Applications and information on grants, loans, scholarships

STUDENT ACCOUNTS 939-5245 Miller Hall

Payment and arrangements of university student accounts

VICE PRESIDENT FOR FINANCE 939-5240 Miller Hall

Business of the university, purchasing, employment, staff positions

DEAN OF STUDENT DEVELOPMENT 939-5333 Ludwig Center

General welfare of students, campus policies, residence halls, room assignment information, policies

DIRECTOR OF STUDENT ACTIVITIES 939-5230 Ludwig Center

Campus activity calendar, Ludwig Center schedule

VICE PRESIDENT FOR DEVELOPMENT 939-5115

Requests for services of the University such as musical groups, guest speakers, etc., to churches, districts, organizations

DIRECTOR OF PUBLIC RELATIONS/PUBLICITY 939-5295

News, publications, special events

COUNSELING AND CAREER CENTER 939-5243

Counseling, student employment, and career planning

LUDWIG CENTER RECEPTION/INFORMATION DESK 939-5207

ALL OTHER OFFICES 939-5011 (24 hour service)



1994-1995 Catalog

... a descriptive bulletin
with explanations
of programs and courses

Olivet Nazarene University
Kankakee, Illinois 60901

Telephone 815-939-5011

JOHN C. BOWLING, President

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In all dimensions - physical, social, academic and spiritual - the faculty and staff of Olivet seek to prepare young men and women for future careers and lives of service.

Make Olivet your first choice!

Your choice to build your life on a **solid college education** can bring dividends for the rest of your life.

Some things in life may be repeated, but you only have one **first year** in college. The **TIME** you invest cannot be regained.

Many educators agree that the **Freshman Year** is the **most important** for choosing personal values, study and work habits, making social adjustments and commitments, and claiming the promises of God for your life.

We invite you to consider Olivet Nazarene University, a conservative, evangelical, liberal arts university in the village of Bourbonnais on the north side of Kankakee, Illinois, as your choice for a quality education with a decidedly Christian perspective.

* Olivet offers you a community distinguished by enriching personal relationships, Christian values, and the highest standards.

Olivet's first-quality academic programs combine a **foundation of liberal arts study with a variety of career-focused majors, concentrations and minors**. Our emphasis on career preparation through 62 academic programs equips young men and women for a lifetime of effective and satisfying living.

We're clearly focused on education with Christian values and hold an uncompromising commitment to Jesus Christ. We all share a common view— a view that not only binds us together, but enriches our lives as well.

Olivet's faculty of 100 men and women are carefully chosen for their proficiency in teaching, character-building influence, and Christian dedication. **They are your partners in "Education With a Christian Purpose."** These professors can become your close friends as you work to integrate and organize your life and career with Christ in first place.

The Christian perspective on learning encourages you **to look beyond the facts in your studies to the deeper meanings in life.**

This perspective on learning begins with a view of God as our Creator and Lord, rather than an attempt to consider man as the center of the universe.

The result of God's creation is a rich area for study. It leads us back to ultimate reality. God created each member of the human race in his own image, and declared all His creation to be good. God entrusted the care and safekeeping of His creation to the human race.

We also see mankind in a fallen condition, the result of the fall of Adam, which is evidenced in human rebellion against God and righteous living. As humans we find ourselves estranged from God, and the image of God is marred by the pervasive effects of sin in the world.

This fallen condition, however, is redeemable through the grace of God because of the life, death and resurrection of His Son, Jesus Christ. **Through that grace, Christian higher education works to prepare students** for a life of service and fulfillment in the work of God in the world, as he continues to reveal Himself to people everywhere.

This Christian perspective develops **an approach to personal behavior based on sound principles, resulting in creative and preventive social actions.** Students and alumni become part of the solutions in life, not part of the problems.

To do this, we teach students **how to blend the liberal arts and professional training into "The Living Arts."** Liberal arts means a free and complete study of all of life, combining understanding from all branches of knowledge into a coherent view of life.

The Living Arts lead students to find answers based on a firm and reasonable faith in God. **Olivet professors generate a rich learning environment** that enables students to express their questions, and discuss them from a view of God as revealed in the Bible, so they may comprehend and experience the Living Arts.



Olivet's facilities include the versatile and modern Leslie Parrott Convocation Athletic Center consisting of Birchard Gymnasium, 1926, McHie Arena, 1990, and Chalfant Hall, 1963.



Beautiful and versatile McHie Arena is active with basketball, volleyball, and other athletic contests as well as concerts and events throughout the year.

At Olivet, serious students increase their appreciation for the past, and prepare diligently for a creative future.

Employers seek out Olivet graduates, for they know a college diploma has greater value when the person who earns it has gained the interpersonal skills, self knowledge, self esteem and personal integrity to put that college education to its best use.

Can you afford an education at Olivet? The better question may be, "Can you afford not to attend Olivet?" Affordable excellence is provided on the basis of careful financial management at Olivet.

The total costs of education, meals and housing at Olivet are reasonable among the private colleges and universities in the Midwest, and comparable to that for a student living on campus at a major midwestern state university.

Financial aid available to an Olivet student may be far greater than the amount offered to the same student to attend a community college or state university. The generous support to Olivet by Nazarene churches every year makes a **"built-in" scholarship for every student**.

And the value you receive from an education at Olivet is so much more as you commit yourself the highest principles and spiritual values.

Dollars alone cannot count the true cost or the value of a college education. Figure in also the unmeasurable value of the spiritual dimension of education at Olivet which is essential to bringing out the best in you.

College is more than classrooms, books and study. The life experiences you share with students, faculty and friends become an invaluable part of building your life on Christian principles.

These may be among the strongest reasons why Olivet becomes your first choice! We sincerely hope you will want this vital and valuable experience of an "Education With a Christian Purpose."

Matching Olivet Courses and Career Plans

Some career choices, and college majors to prepare for them, have a large number of specific course requirements. Most programs start with general foundational studies, and advance to more difficult and technical levels of understanding.

The intention of the Olivet faculty is to design each major to meet career plans and interests of students. In addition, through the **Interdisciplinary or General Studies majors**, students may combine courses to match their personal career goals which may be outside of the stated departmental plans for majors.

The usual advice to students is to take basic required courses as early as possible, conserving electives to be studied later toward achieving personal goals for advanced study and career options. Basic courses and General Education Requirements also aid students in selecting a major or confirming their choice of a career.

Electives from a broad range of subject matter are available, even within General Education Requirements, which form the foundation of “liberal arts” understanding.

The courses of study in the university are organized in 23 departments, which are grouped in **seven divisions** of studies. These are listed alphabetically by divisions on Page 7 and at the beginning of each academic division.

A chart of majors, concentrations within majors, and minors offered at Olivet is in Chapter 2. This chart also indicates the types of degrees offered, such as Bachelor of Arts, Bachelor of Science, Associate of Arts, etc. Details of requirements for majors and minors are listed at the beginning of each department.

Faculty members are listed with the department in which they teach, along with a description of their educational backgrounds. An alphabetical listing of faculty is also given in the Index chapter at the back of the catalog.



Students, parents, alumni and friends fill the stands at Ward Field for outstanding football games every fall.

List of Divisions, Departments and Studies at Olivet.

Courses of study are offered in 23 academic departments, which are organized in 7 divisions. These divisions are listed alphabetically on this page and in the Catalog Chapter 7 on Courses of Instruction: Communication, Education, Fine Arts, Natural Sciences, Nursing, Religion, and Social Sciences.

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Orpheus Choir has presented a ministry in music since 1933.



University Singers is in their fifth year of presenting inspirational music under the direction of Prof. John Reiniche.



Spirit Band plays rousing music during ball games.

This Catalog - Your Guide to Olivet

This catalog is your guide to the courses of study, activities and opportunities at Olivet Nazarene University.

As you read through the **Purposes of the University in Chapter 1** you will understand the reasons for our course plans, majors offered, student life policies and regulations, and our personal interest in helping students who come to Olivet to achieve their maximum potential for Christian living.

Olivet is supported by the Church of the Nazarene with close ties to the more than 800 congregations of Illinois, Indiana, Michigan and Wisconsin. At the same time we are ecumenical in spirit, open to serve all who wish to have an "Education With a Christian Purpose."

This Catalog contains information about the undergraduate and graduate programs, and is intended to remain in force for the period for which it is issued. However, the University reserves the right to revise information, requirements or regulations at any time. Whenever changes occur, an effort will be made to notify persons who may be affected.

The material contained in **this Catalog is for information only and does not constitute a contract** between the student and the University. The University reserves the right to revise policies, amend rules, alter regulations, and change financial charges at any time in accordance with the best interest of the institution. The effective date for the policies, regulations and information of this Catalog is the beginning of the Fall Semester of the school year stated.



Olivet's fans enjoy great ball games in McHie Arena.

The University publishes special bulletins about semester course offerings, time of classes, faculty, and other matters, prior to each term or semester. The University reserves the right to determine the number of students in each class or section. If an insufficient number of students enroll for a course, the University reserves the right to cancel the course, to change the time, or to provide a different teacher of any course in a given semester's class schedule. The University reserves the right to drop a major or minor field for lack of sufficient enrollment of students to guarantee a class size of ten or more in upper division classes.

Candidates for graduation are expected to meet the requirements for graduation of the catalog in force at the time of that graduation. In cases of hardship caused by curricular changes during a student's successive years of enrollment at Olivet, an appeal may be made to the Academic Standards Committee.

A University Life Handbook is published annually by the Dean of Student Life and Student Council. This gives more detail about campus activities, regulations and personnel policies which are pertinent to the students enrolled that year.

Olivet Nazarene University policy prohibits discrimination on the basis of race, sex, religion, age, color, creed, national origin or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all college programs, activities, and services. Any concerns regarding discrimination on the basis of any of the foregoing protected categories should be addressed to Dr. Gary W. Streit, the University's equal employment opportunity coordinator in the Office of Academic Affairs, Burke Administration building, (815) 939-5213.

In compliance with the Drug Free Workplace Act of 1989 and Drug-Free Schools and Campuses Amendment of 1989, Olivet Nazarene University clearly prohibits the unlawful possession, use or distribution of drugs, alcohol and unlawful substances by students and employees on University property or as any part of University activities.

Olivet Nazarene University is in compliance with the **Family Educational Rights and Privacy Act** which is designed to protect the privacy of educational records. Details about the policy and procedures are available at the Office of the Registrar.



Dr. John C. Bowling,
President of Olivet
1991 —

Chapter 1

Education With a Christian Purpose

Olivet Nazarene University, a denominational university in the Wesleyan tradition, exists to provide a university level liberal arts **“Education With a Christian Purpose.”** Our mission is to provide high quality academic instruction for the purpose of personal development, career and professional readiness, and the preparation of individuals for lives of service to God and humanity. “We seek the strongest scholarship and the deepest piety, knowing that they are thoroughly compatible (and) . . . a Christian environment . . . where not only knowledge but character is sought.” (Quotation from the Olivet University Catalog, 1915)

This mission statement clearly identifies Olivet as a university which seeks to help students truly integrate faith and learning. As such, Olivet is more than just a school; it is a place where young people learn to live in harmony with God and others.

While the mission permeates all that is done at Olivet, it is most fully realized in the academic arena. It is affirmed that all truth is God’s truth and, therefore, cannot be segmented into secular and non-secular departments. This Christian commitment adds wisdom to learning.

The University maintains a high commitment to academic excellence. The teaching faculty of Olivet are women and men who possess the highest academic credentials, a passion and gift for teaching and a personal vibrant faith. As a teaching university, Olivet is designed to provide close teacher/student contact.

Under the guidance of professors and counselors, students are assisted in completing the general education requirements of the University and in choosing a major field of

study. Academic endeavors and experiences beyond the classroom are encouraged and facilitated in a variety of ways including the several co-operative programs provided by the Christian College Coalition, headquartered in Washington, D.C. These programs are both national and international in nature.

In addition to the traditional undergraduate liberal arts programs, Olivet offers graduate programs in business, education, counseling and religion. There is also a non-traditional undergraduate degree-completion program which allows working adults to complete their baccalaureate degree through an evening program.

Along with this commitment to learning, Olivet exists as a community where faculty, staff, administrators and students share a common faith. Campus life promotes the development of Christian character and grace and provides avenues of service to God, the community and the world at large. The Olivet environment and culture are positive, challenging, and redemptive.

The majority of Olivet's undergraduate students are from the Church of the Nazarene. They are joined by hundreds of other students from nearly thirty denominations who also attend Olivet and embrace its mission.

Statement of Faith

Olivet Nazarene University recognizes that there is a body of knowledge which is to be found in the humanities, the natural sciences, the social sciences, and theology, about the objective and subjective worlds. This knowledge is available to Christian and non-Christian scholars alike through both the empirical and rationalistic methods. In the pursuit of truth one must, therefore, appeal to Scripture, experience, reason and tradition.

Olivet endeavors to foster a discipline of scholarship based upon these methods of observing and interpreting the facts and experiences of life, culminating in an adequate understanding of God, man, and the world. Since Olivet is an evangelical liberal arts university, applied theology is the integrating factor in the educational experience.

Theologically, the University emphasizes the theistic view of God and man as interpreted in the Arminian-Wesleyan tradition. This view of man and the world acknowledges the presence of sin and depravity within human nature and its effect on his natural state and history.

As an indication of the commitment of Olivet Nazarene University to the historic Christian position, it affirms a statement of faith which defines its doctrinal convictions as follows:

1. That there is one God — the Father, Son and Holy Spirit.
2. That the Old Testament and the New Testament Scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living.
3. That man is born with a fallen nature and is, therefore, inclined to evil, and that continually.
4. That the finally impenitent are hopelessly and eternally lost.
5. That the atonement through Jesus Christ is for the whole human race; and that whosoever repents and believes in the Lord Jesus Christ is justified and regenerated and saved from the dominion of sin.
6. That believers are to be sanctified wholly, subsequent to regeneration, through faith in the Lord Jesus Christ.
7. That the Holy Spirit bears witness to the new birth, and also to the entire sanctification of believers.

8. That our Lord will return, the dead will be raised, and the final judgement will take place.

Statement of Objectives

Olivet Nazarene University is an institution of higher education, affiliated with the Church of the Nazarene, serving those who share her values and priorities. It seeks to communicate effectively the historical and cultural heritage and to provide opportunity for liberal arts education in a Christian academic community.

The University articulates its objectives in three distinct and clearly defined dimensions:

General Education Dimension

To provide general education experiences so that an educated person may:

- A. Be acquainted with both cognitive and affective dimensions of Christianity.
- B. Be able to think, write, and speak clearly and effectively.
- C. Possess understanding of the dynamic processes within and between persons and the larger systems of which each person and group are a part.
- D. Be exposed to an international culture.
- E. Be able to understand the procedures of science and the impact of scientific issues on daily living.
- F. Have an informed acquaintance with the aesthetic experience of literature and the arts.
- G. Develop attitudes and philosophies which increase personal health.

Academic-Professional Dimension

To provide opportunity for concentration in chosen areas of learning, including:

- A. An academic specialization equipping the individual for meaningful and productive living;
- B. Opportunities for basic and advanced preparation in several areas of Christian ministry, lay leadership, and churchmanship;
- C. Programs leading to further graduate or professional studies;
- D. Professional education in selected areas on the undergraduate and graduate levels;
- E. Appropriate two or three-year programs in specific areas.

Socio-Christian Dimension

To provide a Christian academic community atmosphere which is conducive to the implementation of the motto "An Education With A Christian Purpose" through:

- A. The development of a Christ-centered character in preparation for excellence in service and citizenship;
- B. An appreciation for the historical and theological heritage of the Christian church and the development of a sense of responsibility to the fulfillment of her mission;
- C. A commitment to the ethical ideals and standards of the Bible and the Church of the Nazarene;
- D. Active participation in social and political institutions of contemporary society;
- E. The development of personal and social poise, firm convictions, and consideration for the rights and feelings of others;
- F. Learning how to relate the Christian faith to the problems of world concern.

History of the University

In 1907, a group of devout people in Georgetown, Illinois, who desired a distinctly Christian atmosphere for the education of their children, started an elementary school. A year later, the group purchased several acres of land three miles south of the original location, and enlarged the school to include a secondary level of education. This community became known as Olivet, Illinois, and was to later share its name with the school located there. In 1909, the school added a college of liberal arts and became known as **Illinois Holiness University**.

The trustees of the school soon realized the wisdom of affiliating with an established denominational group whose doctrines and standards were in agreement with the founders. In October 1912, the Church of the Nazarene accepted sponsorship of the institution. By 1915 the school was known as **Olivet University**, and in 1923 it was changed to **Olivet College**.

By 1939 the enrollment of the college and academy was about 300 students. The physical plant consisted of five brick structures and several frame buildings on a 14 acre campus. In November 1939, the administration building, which housed the classrooms, offices, chapel, laboratories practice rooms and library, was destroyed by fire.

After careful consideration of the expansion program necessary to the future development of the rapidly growing college, the trustees purchased the present campus in Bourbonnais, Illinois. The school was named **Olivet Nazarene College** at that time. The name was again changed in 1986 to **Olivet Nazarene University** to reflect the diversity of academic programs and graduate studies.

Location and Transportation Facilities

Olivet Nazarene University is located in the village of Bourbonnais north of Kankakee, Illinois, sixty miles south of Chicago. The campus is situated on highways U.S. 45 & 52, Ill. 102, and near Ill. 50 and Interstate 57. Kankakee is served by Amtrak Rail Passenger Service and Greyhound Bus Line. Mail, telephone and telegraph connections are made by way of Kankakee, Illinois. Olivet receives mail through both Kankakee and Bourbonnais Post Offices. The basic mailing address is Olivet Nazarene University, P.O. Box 592, Kankakee, Illinois 60901-0592. The delivery address for United Parcel Service and other business firms is 240 East Marsile, Bourbonnais, Illinois 60914.

The 1990 census population of Kankakee County is 96,255, including 27,575 in Kankakee, 10,792 in Bradley and 13,934 in Bourbonnais.

The location provides Olivet students and faculty with many advantages. Students enrolling in Olivet Nazarene University have the opportunity of earning part of their expenses in the many factories and business firms of Kankakee County. The nearness of the school to Chicago lends the cultural advantages of the large city, and classes make field trips to many points of interest.

Campus and Facilities

The Olivet campus of 1940 in Bourbonnais included 40 acres of land and six principal buildings, four of which are still in use today. These are: Burke Administration Building (built in 1906), Chapman Residence Hall for men (1906), Miller Business Center (1926), and Birchard Gymnasium (1926).

The present campus includes 168 acres of contiguous land with 29 principal buildings. Buildings are arranged in a park-like setting on 70 acres. The other 90 acres include athletic fields, parking lots, open space and land for future development. Other academic buildings now in service are: the Reed Hall of Science (1966), Strickler Planetarium (1966), Wisner Hall for Nursing (1971), Benner Library and Learning Resource Center (1975) which combined with the Memorial Library (1956), and Larsen Fine Arts Center (1982).

Other residence halls are: Williams Hall (1951), Nesbitt Hall (1959), Hills Hall (1962), McClain Hall (1967), and Parrott Hall (1970). Two smaller residence halls, Howe and Gibson, were completed in 1967.

Ludwig Center was completed in 1966 to house the student meal services, bookstore, post office, student offices and student affairs offices.

Chalfant Auditorium for chapel, convocations, concerts and varied activities was completed in 1963. Kelley Prayer Chapel (1980) was a joint venture of the school and student council.

Ward Football Field and Track were finished in 1978. Snowbarger Athletic Park was opened in 1979. The Warming House and Ice Rink were finished in 1985. An Athletic Service Center was added in 1987.

The Brodien Power Plant was rebuilt in 1969. The James Tripp Maintenance Facility was completed in 1988 near the WONU Radio Tower which was erected in 1986.

The Leslie Parrott Convocation/Athletic Center was completed in 1990, connecting with Birchard Gymnasium and Chalfant Auditorium.

Benner Library and Learning Resource Center

The Benner Library and Learning Resource Center was completed in 1975 at a cost of more than \$2 million. A four-story structure of 80,000 square feet, it combines both the new building and the Memorial Library (completed in 1955).

In addition to a collection of almost 160,000 books, the library also houses over 100,000 other items in various formats (government documents, maps, video tapes, records, compact discs, sheet music, microfilm, etc.) and receives 900 periodical subscriptions. As a depository, the library receives U.S. government documents on a selective basis. Photocopiers, microfilm reader-printers, and FAX services are available for student use for nominal fees.

Using our new Geac integrated computer system (called BLIS), students and faculty may perform author, title, subject, call number, and combination searches of the Library's collection on the eleven terminals in the library or on the campus computer network. Materials are checked out quickly by scanning books and ID cards.

A dozen networked CD-ROM periodical indexes and reference databases can be accessed through six terminals on the main level. Printers are provided for printing out search results. Databases and resources around the world can now be consulted through Olivet's connection to the Internet.

Several services are available on the lower level of Benner Library. Original documents pertaining to the history of Olivet, the Church of the Nazarene, and the Kankakee

Community are available in the Archives. The Curriculum Center provides representative educational materials on the elementary and secondary school levels. In the Music Library the student may consult scores and listen to a wide variety of records and compact discs. Computers are available for student use in Benner Computer Lab (PC-based) and the Learning Development Center (Mac-based).

Through interlibrary loan and other cooperative agreements with several organizations (including Heritage Trail Library System and the South Metropolitan Regional Higher Education Consortium), Benner Library can provide the Olivet community with a wealth of services and materials beyond its walls.



Orpheus Choir joined with Alumni of Orpheus for a special 1992 Homecoming weekend concert in McHie Arena. The arena seats nearly 3,000.



The most recent building program at Olivet included McHie Arena (center), connected to Chalfant Hall at the right and Birchard Gymnasium at the left, forming the Leslie Parrott Convocation Athletic Center, completed in 1990.

Chapter 2

Design for Educational Excellence

Olivet Nazarene University is committed to academic excellence. The University is accredited by the North Central Association of Colleges and Schools as a four-year bachelor's degree-granting institution. North Central has also given accreditation for Olivet's master's degree programs.

The Illinois State Department of Education has approved Olivet as a teacher training college for baccalaureate and master's degrees.

The baccalaureate degree program in Nursing is approved by the National League for Nursing, and by the Committee of Nurse Examiners of the Department of Registration and Education of the State of Illinois.

The baccalaureate degree program in Dietetics and the associate degree program for Dietetic Technicians are approved by the American Dietetic Association.

Olivet is a member of the National Association of Schools of Music, the American Association of Colleges for Teacher Education, Midwest Association of Graduate Schools, Associated Colleges of Illinois, the Federation of Independent Illinois Colleges and Universities, the Council for Advancement and Support of Education, the Association of Governing Boards of Universities and Colleges, and the Christian College Coalition. It is a member of the Associated Colleges of the Chicago Area, with the privilege of selective use of the Argonne National Laboratories for research and educational purposes.

Olivet carries on a continuous program of self-study in the belief that improvement is a continuous process. Its faculty is competent for the duties assigned. An effort is

made to bring a genuine academic challenge to every student. This is done with the conviction that the impact of Christian lives can be increased by excellence of scholarship, logical thought and effectiveness in communication. The university seeks through its curriculum, co-curricular activities, and campus citizenship to assure the priority of academic discipline and achievement.

A genuine encounter with the traditional liberal arts is felt to be the best way to assure the development of the whole person and to give balance in making the judgments required in a world of rapid change. Accordingly, Olivet Nazarene University offers the student a variety of opportunities for growth according to his aptitude and interests. These opportunities are presented through curriculum, co-curricular activities, field experiences, and the library. Teachers and counselors are ready to assist the student in planning his program, but **the student has primary responsibility for meeting requirements for graduation, licensing, certification, and graduate school admission.**

Semester Calendar and Credit Hours

The University calendar is built on two semesters of 16 weeks. The semester hour is the unit of credit at Olivet. A semester hour is equivalent to one 50-minute class period per week for a semester. It is expected that the average student will spend two hours in preparation for each period in class. In laboratory courses a two-hour period is considered the equal of one-hour recitation or lecture period.

A normal semester load is sixteen semester hours. One hundred twenty-eight semester hours are required for graduation with the Bachelor's degree. A minimum of sixty-four semester hours is the requirement for the Associate of Arts degree. All programs feature the dimension of breadth and also the dimension of depth.

General Education Basic Requirements

In order to provide the student with a broad base of experience and knowledge in the various fields of human activity, and to carry out the general aims of Christian education as outlined in the institutional objectives, special courses have been selected or developed to meet the needs of students in all degree curricula. In certain fields of study the student is required to select from among several courses according to his interest or plans for future study.

Courses numbered in the 100's and 200's should normally be completed during the freshman or sophomore years. General Education courses numbered 300 or above will be normally completed during the last two years of study. See *Classification, Chapter 6*.

Students planning a program of Teacher Education should consult special instructions related to general education in the Education Division section of this catalog.

General Education Requirements-Bachelor's Degrees

Group 1. Christianity:

An educated person should be acquainted with both cognitive and affective dimensions of Christianity. Knowledge should include foundational information on the Old and New Testaments, the beliefs of the faith, our Christian heritage and the relationship between Christianity and world religions.

Learning the methods and tools of biblical interpretation and how to integrate Bible, doctrine, historical traditions, global issues, vocation, and ethics makes possible ethical decisions informed by Christian values and effective service in a local church. Moreover, the cognitive dimension enables the evaluation of actions or ideas as to whether they conform to Christian principles.

Affective goals include cultivation of an awareness of the significance of the Bible, a commitment to the beliefs, the mission, and lifestyle of Christianity, in general, and the Church of the Nazarene, where relevant.

Accomplishment of these goals should lead to the restructuring of the student’s world to reflect the priorities of Christianity, i.e., to raise the level of maturity. The change can be facilitated through developing a mature appreciation for the Bible and a commitment to social transformation.

BLIT 100 Bible I.....	3
THEO 201 Christian Doctrine (Prerequisite: Bible I).....	3
BLIT 300 Bible II (Prerequisite: Bible I) Instead of BLIT 300,	
BLIT 250 must be taken by majors and	
minors in the Division of Religion, except for	
Christian Education/Church Music majors.	3
THEO 401 Church & Christian Living.....	3
Total	12

Group 2. Communication

An educated person must be able to think, write, and speak clearly and effectively.

Writing, speaking, reading, and listening skills are basic to effective communication. Reading provides a range of viewpoints and in-depth information. Careful listening to authors and speakers prevents miscommunication. Writing and speaking are the primary channels of expression.

The quality of communication is connected to thinking because writing and speaking patterns parallel individual thinking processes. Therefore, the educated person must have developed the analytical and synthetical skills of critical thinking. Teachers become role models and create settings where students have to reflect on their own thought processes.

This critical thinking is best taught if connected to specific writing and speaking formats and to the content and methods of specific academic disciplines, i.e., communication across the curriculum.

ENGL 102 (4 hrs) or 103 (3 hrs) English Composition I.....	3-4
ENGL 104: English Composition II.....	3
Elective from the Speech Communication department	3
Total	9-10

Placement in English will be based on English ACT Score:

Enhanced ACT English Score	1-13	- ENGL 095*
	14-17	- ENGL 102
	18 & up	- ENGL 103

*NOTE: Courses numbered below 100 do not count toward degree requirements, although placement will be required based on ACT scores.

A student may not enroll in English 104 until having passed English 102 or 103 with a grade of C- or above.

Group 3. Social Sciences

An educated person should possess understanding of the dynamic processes within and between persons and the larger systems of which each person and group are a part. Such knowledge and insights should aid the student in becoming a responsible citizen of both the United States and the world community. All students should become aware of cultural diversity, the changing nature of society, and the need for a wide perspective on society.

Students should be informed of the economic, philosophical, political, pluralistic, historical, literary, and artistic heritage of the West. Courses should include a cross section of these dimensions of heritage to provide an integrated picture of Western society and its present and historical relationship to other cultures.

The study of civilization should be focused to understand contemporary problems and situations and help provide students with the intellectual base to prepare for the inevitable changes they will experience in the 21st century with the accompanying transition to modern modes of thinking and perceptions of the world.

One history course from the Department of History	3
Electives from two of the following areas:	
Economics, Home Economics, Political Science, Philosophy,	
Psychology, or Sociology. (All courses to be approved	
by the Academic Affairs Commission, and will be so indicated in	
semester class schedules.)	6
Total	9

Group 4. International Culture

An educated person should be exposed to an international culture. It is no longer possible to conduct our lives without reference to the wider world within which we live. A crucial difference between the educated and the uneducated person is the extent to which one's life experience is viewed in wider contexts. The curriculum should include exposure to an international culture in terms of geography, language, history, philosophy, art, literature, and religion. Moreover, a non-Western culture should be part of the international experience.

Foreign language skills are important for those working in a global economy. International students on campus, a variety of courses, and overseas experiences by faculty and some students, all are a part of the international education. The interrelatedness of living in a global community necessitates exposure to an international culture with part of the experience coming from a non-Western culture.

Students obtaining a B.A. degree must complete a foreign language through the elementary I and II levels.	8
Students obtaining a B.S. degree may choose either foreign language courses or International Culture courses approved by the Academic Affairs Commission. No more than one course may be chosen from the department of the student's major or minor to apply to the International Culture Understanding requirement.	6
Total	6-8

Four years of the same foreign language in high school may be substituted for the 8-hour foreign language requirement. Students with two or three years of foreign language in high school would be granted credit for the first semester of foreign language upon completion of the second semester course with a grade of C- or better.

Group 5. Natural Science and Mathematics

An educated person should be able to understand the procedures of science and the impact of scientific issues on daily living. Students should also have the ability to understand and recognize the legitimate use and interpretation of numerical data. In addition, a general competency in mathematics should be required.

The common aim is to convey a general understanding of science as a way of looking at man and the world and mathematics as a tool to interpret reality and to function within the world. The larger purpose is to help students acquire scientific literacy, defined as the capacity to follow new scientific developments in intelligent laymen's terms.

In addition, the student should understand the role of technology in society. Thus, the educated person should have an informed acquaintance with the mathematical and experimental methods of the physical and biological sciences.

Laboratory Science - Biological or Physical	4-5
Mathematics placement based on ACT Math score	0-3
Additional hours from the Division of Natural Science (excluding Math for Math Competency courses).....	3
Total.....	7-11

Enhanced ACT Math Score	Math Requirement
1-13:	*Math 090, Math 095, and Math 102 or higher
14-18:	*Math 095 and Math 102 or higher
19-21:	Math 102 or higher math course
22 & up:	Only as required by major

*NOTE: Courses numbered below 100 do not count toward degree requirements although placement will be required based on ACT scores.

Group 6. Literature and the Arts

An educated person should have an informed acquaintance with the aesthetic experience of literature and the arts. The arts provide access to realms of creativity, imagination, and feeling that explore and enlarge the meaning of being human in an impersonal technological society. Courses should foster a critical understanding of how persons give artistic expression to their experience of the world.

Through the examination of selected major works, students will be expected to develop and refine skills of reading, seeing, and hearing; to apprehend the possibilities and limitations of the artist's chosen medium and the means available for expression; and to understand the complex interplay between individual talent, artistic tradition, and historical context.

FINA 101 - Intro. to Fine Arts, or other courses approved by the Academic Affairs Commission. All Fine Arts courses for General Education credit must include an off-campus experience in the arts.....	3
Literature course from the Department of English selected from LIT 200, 223, 224, 253, 309, 354.	3
Total.....	6

Group 7. Personal Health

An educated person should develop a lifestyle which promotes personal health. Personal health encompasses all those attitudes and practices which improve one's physical and mental well-being. Students should be guided in the acquisition of lifelong habits relating to good nutrition, physical exercise, and the management of conflict and stress.

Furthermore, students should learn interpersonal skills which serve to promote the health levels of “others” including family and community as well as the world at large. This demonstrates the cooperative nature of sharing responsibility in today’s world.

Physical Activity, including PHED 150 - Life Fitness	2
Non-activity course: electives approved by the Academic Affairs	2-3
Commission as indicated in Class Schedule.	4-5
Total	4-5
Grand Total.....	53 - 61 hours

Associate of Arts Degree Requirements

Associate of Arts degree specializations are offered for Child Development, Dietetic Technician, and Science Technology. These programs can be completed in two years and the credits may apply toward the requirements for a four-year bachelor’s degree.

For the Associate of Arts degree the general education requirements are:

	Credit hours
Group 1 – Christianity.....	6
Group 2 – Communication.....	9-10
Group 3 – Social Sciences	6
Group 4 – International Culture.....	0
Group 5 – Natural Science and Mathematics.....	4
Group 6 – Literature and the Arts	3
Group 7 – Personal Health.....	2
Grand Total.....	30-31 hours

For details of courses which meet the general education requirements, see the preceding section relating to requirements for bachelor’s degrees.

The Associate of Arts degree is awarded upon completion of the specific requirements of each curriculum and upon recommendation of the faculty. The following general requirements apply:

1. A minimum of 64 semester hours of credit;
2. A minimum grade point average of 2.0 (“C”);
3. Completion of the General Education Requirements of 30-31 hours;
4. Completion of the specialization, including supporting courses as approved by the department.
5. The student must file an application for the degree with the registrar six months prior to the expected date of graduation.

General Studies Interdisciplinary Major

Most students will find a concentration of work in the departmental or divisional major adequate to their needs at the undergraduate level. For some, the General Studies major will provide the opportunity to select from several departments courses that will contribute to their life goals.

This major is ideal for a student whose interests lie in related fields such as art, music and literature or psychology, physical education and Christian education. It also accommodates those preparing for law or medical schools. In effect it is a functional major.

This major will consist in not less than 60 semester hours of courses related to the student's declared life objective selected from more than one division of the university. Normally, this declaration is made in connection with Application for Junior Standing at the end of the sophomore year.

Application for candidacy for the degree in General Studies must be made to the Dean of the University at least two semesters before graduation. The applicant will present in writing a full statement of his vocational purpose and his reasons for believing that such a degree program will best meet his individual needs.

Upon receipt of the application, the Dean shall appoint a committee whose function it will be to accept or reject the application, to develop a plan of studies, and to determine the degree to be awarded. Once the student has been accepted as a candidate for this major he must work very closely with his committee and may not register for, nor withdraw from, any course without prior advice and approval from the committee.

Specialization for Bachelor's Degree Programs

Before admission to junior standing the student will choose an area of specialization as his major field of study. By this means the student will be enabled to examine more intensely a specific field of study and thus to gain depth and a degree of competence in using and communicating this knowledge.

The University reserves the right to drop a major or minor field for lack of sufficient enrollment to guarantee a class size of ten or more in upper division courses of that field.

There are certain instances where particular combinations of majors and minors, or requirements for certification for positions of employment for graduates, may require a student to complete more than 128 semester hours.

If a student begins one specialization or major, and then changes to another, the University cannot guarantee that he will graduate without exceeding the number of 128 hours or eight semesters of work stated as the minimum requirement for graduation.

The following chart indicates the fields in which Olivet offers programs of study. The degree or degrees to which each program leads is shown in the columns headed by degrees B.A., B.S., etc. An "x" in the minors columns indicates that a minor is offered in the field. Columns headed "Teaching" indicate which fields offer a teaching major or minor.

Majors are shown in CAPITAL LETTERS.

Concentrations, options and minors are shown in lightface type.

MAJORS, Fields of Study,
Minors and Concentrations

	Page	Bachelor of Arts – B.A.	Bachelor of Science – B.S.	Bachelor of Arts, Teaching	Bachelor of Science, Teaching	Minor	Teaching Minor	Associate of Arts	Adult Studies Program
ACCOUNTING	171	X	X			X			
ART	109	X	X	X	X	X	X		
BIBLICAL LITERATURE	160	X				X			
BIOLOGY	132	X	X	X	X	X	X		
Broadcasting	86	X				X			
BUSINESS ADMINISTRATION	173	X	X			X			
CHEMISTRY	136	X	X	X		X	X		
CHILD DEVELOPMENT	189	X	X			X		X	
CHRISTIAN EDUCATION	162	X	X			X			
Christian Ed./Church Music	122	X	X						
Church Music	122	X	X			X			
CLINICAL LABORATORY SCIENCE	129	X	X						
COMPUTER SCIENCE	138	X	X			X			
Counseling	190	X	X						
Dietetics	183	X	X						
Dietetic Technician	183							X	
EARLY CHILDHOOD	93			X	X				
Earth & Space Science	146						X		
ECONOMICS	176	X	X			X			
Education	91			X	X	X			
ELEMENTARY EDUCATION	91			X	X				
ENGINEERING	141		X						
ENGLISH	78	X	X	X		X	X		
ENVIRONMENTAL SCIENCE	127	X	X						
Fashion Merchandising	184	X	X						
Finance, Business	173	X	X						
Foods & Nutrition in Business	184	X	X						
Family Services	185	X	X						
French	84					X	X		
General Science	128								
GENERAL STUDIES	23	X	X						
GEOLOGY	145		X			X			
Greek	160					X			
HISTORY	178	X		X		X	X		
HOME ECONOMICS	183	X	X	X	X	X	X		
Housing and Environmental Design	186	X	X						
Journalism	86	X				X	X		
Management, Business	173	X	X					X	
Marketing, Business	173	X	X						
MATHEMATICS	148	X	X	X	X	X	X		
MUSIC	114	X	X	X	X	X	X		
Music Performance	118	X	X						
NURSING	152		X					X	
Philosophy	166					X			
PHYSICAL EDUCATION	103	X	X	X	X	X	X		
Physics	144					X	X		
PHYSICAL SCIENCE (Interdisciplinary)	127	X	X	X	X	X	X		
POLITICAL SCIENCE	182	X				X			
PRACTICAL MINISTRIES	206		X					X	
Pre-Law, Pre-Medicine, Pre-Physical Therapy, Pre-Medical Technology, Pre-Dental, Pre-Seminary, Pre-Engineering, etc.	129	X	X						
PUBLIC POLICY	169	X							
PSYCHOLOGY	190	X	X			X	X		
RELIGION	158	X	ThB			X			
RELIGION & PHILOSOPHY	158	X							
ROMANCE LANGUAGES	83	X		X					
Science Technology	128							X	
Secondary Education	82			X	X				
SOCIAL JUSTICE	195	X	X			X			
SOCIAL SCIENCE	194	X		X			X		
SOCIAL WORK	195	X	X			X			
SOCIOLOGY	194	X				X			
Spanish	84					X	X		
SPEECH COMMUNICATION	86	X				X	X		
THEOLOGY	164	X	ThB			X			

Requirements for Graduation — Bachelor's Degree

Baccalaureate degrees offered by the University are awarded upon completion of the appropriate curriculum and upon recommendation of the faculty. The following general requirements apply to Bachelor of Arts, Bachelor of Science, and Bachelor of Theology degrees:

1. A minimum of 128 semester hours of credit;
2. A minimum grade point average of 2.0 ("C");
3. A minimum of 40 hours of credit in upper division courses (courses numbered 300 or above);
4. Completion of the General Education studies of 53-61 hours;
5. Completion of a major program of study as specified by the division or department in which the major is taken or the major in General Studies described below;
6. Completion of supporting courses as specified by the major department;
7. The student taking the Bachelor of Arts degree must offer foreign language under the Group 4 general education requirement.
8. Participation in the Senior Outcomes testing programs in General Education and as may be specified by the major department.
9. The student must file an application for the degree with the registrar six months prior to the expected date of graduation.
10. Students may participate in commencement as August graduates only if they are within 12 hours of graduation by the end of the spring semester, and have filed a plan of studies with the Registrar by April 1.

Preparation for Graduate Study and Pre-Professional Study Programs

Olivet has developed degree programs which adequately prepare students for graduate and professional study in a variety of fields. Preparation for these fields may be in majors related to the professional study. Detailed programs outlining these studies at Olivet may be obtained by writing to the Director of Admissions or to the Chairman of the appropriate department.

Fields for which Olivet offers pre-professional preparation include Clinical Laboratory Science, Engineering, Law, Medicine, Ministry, Physical Therapy, Psychology and Social Work.

The student planning to pursue one of the pre-professional programs is advised to ask the Registrar for assignment to the appropriate pre-professional faculty adviser. He should also become acquainted with the requirements for admission to the professional school in which he plans to study after completing his work at Olivet.

Faculty advisers are also available for the following professional programs: Clinical Laboratory Science — Clinical Lab Science Adviser, Physical Therapy — Physical Education Department, Engineering — Engineering Department; Social Work — Sociology Department; Psychology and Counseling — Psychology Department, Law — Social Science, Business or English Departments; Pre-Pharmacy — Pre-Pharmacy Advisor; Ministry — Religion Division; other Medical or Health Fields — Natural Science Division or Nursing Division.



Dr. Gerald Anderson points out a melodic line during a class on the stage of Kresge Auditorium in the Larsen Fine Arts Center.

Ministerial Training for the Older Student

For those who have felt their call to the ministry later in life and who are not able to take the full degree program, Olivet Nazarene University offers the Ministerial Certificate Program.

This program is described in the Catalog under the Division of Religion.

Cooperative Arrangement with The Salvation Army

A cooperative arrangement has been worked out between Olivet Nazarene University and The Salvation Army Central Territory in Des Plaines, Illinois, which enables Salvation Army Officers to earn the Bachelor of Science degree in Practical Ministries and/or the Master in Practical Ministries degree from Olivet.

Graduate and Adult Studies

The School of Graduate and Adult Studies offers programs leading to master's degrees. Studies include Education, Religion, Business, Psychology, Church Management and Pastoral Counseling. These programs are described in Chapter 8 of this Catalog and in a separate Graduate Bulletin.

Degrees offered include the Master of Arts, Master of Science, Master of Arts in Education, Master of Arts in Teaching, Master of Church Management, Master of Pastoral Counseling, Master of Business Administration and Master of Practical Ministries.

Adult studies programs lead to bachelors degree completion for those with 30-60 hours of college work or associate degrees.



Edie Nash is congratulated by members of her court on her selection as the 1993 Homecoming Queen during the coronation sponsored by the Women's Residence Association.

Chapter 3

University Life

Under the direction of the Dean of Student Development, a concerted effort is made to encourage the development of the whole person. Through numerous organized activities, an extensive system of counseling and guidance, a supportive residence hall program, and a well developed system of the Associated Students and Student Council, each student is encouraged to develop his/her full potential of leadership as a well integrated person.

Olivet provides an effective counseling program which is designed to make capable and mature advisers available to students. Each entering freshman is assigned to a faculty member who serves as an academic adviser until the student has chosen a major, at which time an adviser will be assigned within the student's major.

Besides the assigned adviser the student is encouraged to utilize all of the counseling services on the campus including the Dean of Student Development, Director of Student Activities, Registrar, Career and Counseling Center, The Director of Retention, resident directors, student resident assistants, the administrative personnel of the university, faculty, and all area pastors.

Orientation for New Students

Olivet Nazarene University seeks to assist in every way possible to orient its students to the academic, social and religious life of the university. The orientation program consists of a variety of activities including testing, student-parent orientation sessions,

and other transitional activities especially designed to assist the student in launching a successful college career.

Special orientation programs for incoming students are sponsored by the university during the summer months prior to the opening of school and at the opening of the spring semester. At this time each new student will visit the campus with his parents, participate in the advising program, register for the first semester of academic work, and make his housing selection. Special orientation sessions will be held with the parents to acquaint them with the university program.

The total orientation program is coordinated with the freshman advising program of the institution and is under the direction of the Assistant Dean of Instruction and Director of Admission.

Resident Campus Philosophy

The administration of regulations regarding student conduct is one of the responsibilities of the Dean of Student Development. Resident students are immediately responsible to the Resident Directors of the various residence halls. These persons are responsible to the President of the university through the Dean of Student Development and his staff for personal guidance to all students. Non-resident students are urged to seek the advice and counsel of the counselors-at-large, the Dean of Student Development, and the Director of Student Activities.

Policies and practices of conduct are formulated with the development of spiritual and scholastic attainments in mind. The university reserves the right to request withdrawal on the part of any student who manifests an inability or disinclination to conform to the policies.

Students are expected to observe the policies of conduct and have agreed to do so by making initial application for admission as a student. Policies of the university are in effect as long as a student is enrolled, both on campus and off, and during vacation periods. Failure to keep this commitment may result in a variety of disciplinary actions, including suspension from the university.

Generally, our regulations fall within three broad categories:

1. Some regulations reflect God's moral law.
2. Some regulations reflect the civil law.
3. Some regulations involve judgments and prudence about the effects of certain practices. For example, we have regulations governing resident hall life and general campus behavior.

The University reserves the right to change or add to any of the regulations designed to enhance student development. These regulations are listed in detail in the University Life Handbook and will be distributed to all students prior to enrollment.

In compliance with the Drug Free Workplace Act of 1989 and Drug-Free Schools and Campuses Amendment of 1989, Olivet Nazarene University clearly prohibits the unlawful possession, use or distribution of drugs, alcohol and unlawful substances by students and employees on University property or as any part of University activities.

Motor Vehicles

All motor vehicles owned or operated by students are to display an official university vehicle permit. All students are to register their vehicles with the Traffic and Security Department at the time of registration or within 48 hours after securing a vehicle. Failure

to register a vehicle according to these regulations may result in a fine and denial of permit for the remainder of the semester. Single students living under university supervision, either in a university residence or in university-approved private homes, are encouraged not to maintain vehicles for personal use while enrolled at Olivet.

It is within the discretion of the university administration to disqualify any applicant or revoke a permit by reason of any one or all four of the following: (1) academic deficiency, being interpreted as falling below a grade point average of 1.75 in any grade period; (2) financial incapacity, or the inability to satisfactorily discharge financial obligations while enrolled as a student; (3) social infractions, particularly those involving the use of vehicles; and (4) excessive traffic violations. A vehicle permit may be revoked at any time by the Traffic and Security Department if it is considered that the student is misusing his vehicle privilege. A copy of Olivet's security handbook is available to each student from the Traffic and Security office. Olivet Nazarene University is not responsible for any damage, fire, theft, vandalism, etc. to any student's vehicle.

Vehicles used for student transportation shall be fully covered by liability and property damage insurance at all times.

Associated Students and Organizations

The Student Council of the Associated Students of Olivet Nazarene University is responsible, along with the university administrative officers, to foster wholesome social and religious activities on the campus. Under its direction the various academic and social clubs carry out these various activities.

These clubs include: Art, Business, Cheerleaders, Computer, Circle K, Engineering, International Students, Kappa Delta Pi (Education), Kappa Omicron Phi (Home Economics), Ministerial Fellowship, Men's Residence Association, Nursing Students in Action, Phi Alpha Theta (History), Political Science, Student Educators Association, Student Home Economics Association, Sigma Tau Delta (English), Social Committee, Spiritual Life Council, Social Work, Women's Residence Association, Aurora Yearbook, Glimmerglass Newspaper, WONU Radio, Orpheus Choir, University Singers, Concert Band.

Publications — The students at Olivet sponsor two publications: the *Aurora*, the university annual; and the *Glimmerglass*, the university newspaper. These publications provide a channel for literary and artistic expression and add greatly to the campus environment. In addition to these *The Olivetian*, a bi-monthly newspaper, is published by the university administration to communicate with students, parents, alumni, prospective students, and friends of the university.

Residence Associations — The Women's Residence and the Men's Residence Associations are designed to assist in meeting the various needs of students in residence. They endeavor to foster Christian fellowship, promote the fundamentals of etiquette, and carry on a continuous program of residence hall life improvement. Among some of the activities sponsored by these organizations are: parent weekends, coronation of homecoming queen, devotionals, open house, basketball tournaments, and various inter-residence hall activities. The W.R.A. and M.R.A. Councils consist of an elected president and representatives from each of the four academic classes. Membership is voluntary and open to all students living in residence halls.

Religious Organizations — The Spiritual Life Organization sponsors several religious programs and activities for the purpose of fostering a vital spiritual life on the campus and providing opportunities for Christian service.

Under the direction of Spiritual Life, Prayer Band meets each Tuesday and Thursday evening in the Kelley Prayer Chapel. These services provide a time for students to minister to students through the Word of God, song, and testimony.

Spiritual Life also directs off-campus ministries which include: Life-Song, Omega, Evangelists, Compassionate Ministries, Urban Childrens Ministry, and Ministries through Mime. These organizations are responsible for the off-campus ministries of the students involving services and witnessing programs in the churches on the educational region, and ministry in the local Kankakee area through service organizations and rest homes. Every student is invited to participate in Spiritual Life activities with on-campus or off-campus interests.

Musical Organizations — The Department of Music provides students with various opportunities for musical expression through its choral and instrumental organizations. Those groups are: Choral Union, University Orchestra, Concert Band, Stage Band, Handbell Choir, Orpheus Choir, and University Singers. These ensembles, together with University-sponsored quartets and trios, provide vitally important performance experience and represent Olivet locally and on the educational region.

Intercollegiate Athletics — Olivet is a member of the National Association of Intercollegiate Athletics, The National Christian College Athletic Association, and participates in intercollegiate athletic competition in the Chicagoland Athletic Conference. Intercollegiate sports for men include baseball, basketball, cross-country, football, golf, soccer, tennis, and track. Intercollegiate sports for women include basketball, softball, tennis, track, volleyball, and cross-country.

Intercollegiate athletics are considered an integral part of the total educational program of the university. Students who participate must be registered for a minimum of 12 hours and must meet all the eligibility requirements set forth by the university and the N.A.I.A. Through athletics the students find unique opportunities for witnessing for Christ.

In order to be eligible for intercollegiate athletic competition, students must adhere to the standards adopted by the National Association of Intercollegiate Athletics (NAIA), including the following:

1. Be enrolled in at least 12 semester hours at the time of participation. (Repeat courses should be cleared with the Registrar.)
2. Accumulate at least 24 hours of credit in the two terms of attendance immediately preceding the semester of participation. (Repeat courses previously passed cannot count toward the 24 hour rule.)
3. A second-term freshman must have earned at least 9 hours of credit during the first semester.

In addition, student athletes must remain in satisfactory scholastic standing as defined in this catalog, Chapter 6.

Intramural Athletics — Olivet Nazarene University sponsors a well balanced program of intramural athletics for men and women. The intramural program is under the direction of the Department of Physical Education. The purpose of the intramural program is to provide a variety of activities for men, women and co-ed competition. All students, faculty and staff members will have opportunity to fill their leisure time with

wholesome fun in individual and group activities. Active participation in intramurals can fulfill the need for exercise and social development.

Participation in intramural activities contributes to the physical, mental, social and spiritual health of the individual. Bodily exercise, decision-making through thinking, group participation, and using good sportsmanship are building blocks for good health.

A student must be enrolled in a minimum of six hours of studies to be eligible for participation in intramural athletics.

The Leslie Parrott Convocation Athletic Center was completed in 1990. Inside, the McHie Arena has seating for 2,300 for sports events like basketball, and 2,750 for convocations and concerts. Faculty and coaches offices, locker rooms, racquetball courts, running track, turf room and Tiger Den lounge are key elements of this \$4.3 million, 68,000 square foot building. It is directly connected to Birchard Gymnasium and Chalfant Auditorium.

Birchard Gymnasium includes basketball and volleyball courts for intramural sports, swimming pool, weight-lifting room and indoor track. Snowbarger Athletic Park has 30 acres of outdoor fields for football, soccer, baseball, one-mile jogging track, track and field facilities, tennis courts, ice rink, and locker rooms for outdoor sports.

Chapel/Convocation

The Chapel/Convocation at Olivet is a major factor in the development of a strong sense of community and common cause among students, faculty and administrators on the campus. This activity is the occasion for the Olivet community to develop and clarify values and priorities, to share in musical and dramatic performances, and to find guidance relating to the crucial choices to be made in the college years.

For a Christian university, the shared moral values and devotional themes are very effective in achieving the above purposes and in confirming the ethical teachings learned by most of the students in their homes.

Chapel/Convocation programs are normally held Wednesday and Thursday mornings in Chalfant Auditorium from 9:35 to 10:20. During revival time and other special occasions, convocation/chapels may also be held on Monday, Tuesday and/or Friday, lasting about one hour.

A. Resident Student Attendance Requirements: All resident students are required to attend all chapel/convocation services with the exception of three per semester. The absences are for personal convenience (illness, car trouble, doctors' appointments, personal problems, travel, job interviews, etc.) and must be used wisely. Only after a student exceeds this number of absences permitted will excuses for illness or other extreme circumstances be considered by the Chapel Attendance Director.

B. Non-Resident Student Attendance Requirements: Attendance by non-resident students in chapel/convocation programs is subject to the following regulations: (a) full-time students (those carrying 12 or more hours) are required to attend all chapel services; (b) attendance of part-time students may be adjusted in proportion to the academic load. (c) all non-resident students will be allowed three absences per semester.

Academic Load

12 or more hours

6-11 hours

5 hours or less

Attendance Requirements

2 days a week plus convocations

1 day a week plus convocations

Optional attendance

C. Students with conflicts affecting Chapel/Convocation program attendance may petition to be exempt. Petitions for exemption from Chapel/Convocation attendance may be made in the Chapel Attendance Director's Office at the beginning of each semester. Exemptions may be granted for field trips, required field experiences, and similar cultural and educational activities related to course requirements. Conflicts with employment and other hardship situations will be considered upon receipt of a petition. All petitions are acted on by the Chapel/Convocation Committee.

D. A student registered for more than five hours a semester will not be excused from all Chapel/Convocation programs for more than two consecutive semesters.

E. Attendance is checked daily. Absences beyond the provisions of above regulations will be subject to serious disciplinary action. Three tardinesses for a student shall count as one absence.

F. A student must present a copy of his or her Request for Change in Registration (Drop and Add form) to the Chapel Attendance Director within 72 hours after it is signed officially in the Registrar's office, if it changes the student's attendance requirements and responsibilities.

G. Additional policies on Chapel/Convocations are published in the University Life Handbook and Chapel Attendance regulation sheet distributed by the chapel office at the beginning of each semester.

Artist, Lecture and Culture Series

Olivet has many distinguished guest speakers and groups throughout the school year sponsored by several lecture series and the Artist/Lecture Series. These programs are open to students, faculty and staff and the community.

The Artist/Lecture Series is funded in part through student activity fees and in part by admission fees. These programs have included eminent speakers like Dr. E. Stanley Jones, Dr. Wernher Von Braun, Coach John Wooden; Anthony Campolo, musical groups including the United States Navy Band, U.S. Air Force Band, the Walden String Quartet, the Roger Wagner Chorale, Chicago Symphony Orchestra String Players, Nordic Choir from Luther College, Salvation Army Chicago Staff Band, Robert Hale and Dean Wilder, Stephen Nielson and Ovid Young, plus other programs of discussion, films, music and drama.

Olivet students and faculty have received the ministry of many outstanding speakers in **chapel services and special series**. These speakers include:

Commissioner Andrew Miller, Salvation Army; Rev. E.V. Hill, Dr. Carl F.H. Henry, Dr. Oswald Hoffman, Dr. Myron Augsburger, Dr. Eugene L. Stowe, Dr. Jerald Johnson, Dr. John A. Knight, Dr. Raymond W. Hurn, Dr. William Greathouse, Dr. George Coulter, Dr. V.H. Lewis, Dr. Orville W. Jenkins, Dr. C. William Fisher, Dr. Ponder Gilliland, Bill and Gloria Gaither, Elizabeth Dole, Jean Alice Small, Shirley Dobson, General Eva Burrows, and many others.



Graduation is a time of family celebration. Most graduations are held on the mid-campus esplanade among many beautiful flowering trees.

Chapter 4

Admissions Policies and Procedures

Olivet Nazarene University desires to enroll students who are genuinely interested in an "Education with a Christian Purpose." We believe that Jesus Christ should be the foundation and center of every individual's life. As a life can never be complete unless it finds fulfillment in Jesus Christ, neither is knowledge complete unless it is related to eternal values. The influence at Olivet is intended to be profitable as well as conducive to the highest standards of living.

Admission is based on the composite picture afforded by the student's transcripts, test scores, personal recommendations and the student's statement of interests. The Admissions Board is responsible for final action on each application.

Admission to the University does not constitute admission to any or all programs of specialization. Reasonable specific requirements are indicated under the program listing.

Olivet Nazarene University policy prohibits discrimination on the basis of race, sex, religion, age, color, creed, national origin or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all college programs, activities, and services. Any concerns regarding discrimination on the basis of any of the foregoing protected categories should be addressed to Dr. Gary W. Streit, the university's equal employment opportunity coordinator in the Office of Academic Affairs, Burke Administration building, (815) 939-5213.

Interviews And Campus Visits

Students who are considering Olivet Nazarene University are encouraged to visit the campus to meet admissions counselors, faculty and students. While a personal interview is not required, it may be very helpful in creating a university program and career plan for the student.

Visits to the campus are especially valuable on days when classes are in session. Special days are held for larger group tours and conferences.

Individuals, families and church groups who desire a special visit to the university are invited to write or phone the Admissions Office for advance arrangements and appointments.

Counselors from the Admissions Office are available for assistance in campus visits, church services, informational programs in churches, personal correspondence and phone consultation about admission to Olivet.

Two Aspects of Admission To Olivet

Admission to Olivet Nazarene University involves both academic achievement and a commitment to a lifestyle consistent with the objectives and values of Olivet.

In signing the application for admission, a person agrees to abide by the ethical and moral principles of the university as well as to apply himself to the task of learning and mental development.

Personal Preparation for Admission

Olivet Nazarene University is concerned about the development of the whole person. The atmosphere prevalent on the campus is conducive for Christian growth and maturity.

It should be considered a privilege to become an "Olivetian." All students are expected to reflect a lifestyle that is exemplary of Olivet ideals.

As a community of students, teachers and administrators, the personnel of the university are interdependent for successful intellectual, social and spiritual growth.

The person who is accepted as a student at Olivet understands the purpose and philosophies of the university, and agrees to adhere to the rules of conduct in signing the application for admission. Policies and practices of conduct are outlined in Chapter 3 of this catalog, in the application for admission, and the Student Handbook.

High School Preparation

The student expecting to enroll at Olivet should concentrate on a college preparatory program in high school. A student with a good background in English and literature, mathematics, natural science and social science should be able to learn effectively and succeed in college studies.

The student must have a minimum of fifteen units of academic work at an accredited high school in grades nine through twelve, with a grade average of "C" or above in college preparatory subjects. The student should rank in the upper three-fourths of the graduating class.

The high school work shall include a major (three units) in English, an additional major and one minor in fields of Foreign Language, Mathematics, Natural Science, or Social Science. A major is three units of work, a minor is two units.

In certain cases where the applicant ranks in the upper half of the high school graduating class, specific major and minor requirements may be waived. Subjects acceptable in these fields include:

English: history and appreciation of literature, composition and grammar, oral composition when given as part of a basic English course.

Foreign Language: a major is three units, two of which must be in the same language; a minor is two units in the same language.

Mathematics: algebra, plane, solid and spherical geometry; trigonometry; and advanced mathematics (calculus). General mathematics may be accepted if the content of the course is essentially the same as algebra and geometry.

Natural Science: biology, botany, zoology, chemistry, physics, general science, physiology, astronomy and geology. The major must include at least three units chosen from biology, botany, zoology, chemistry or physics. The minor must have at least two units from the same subject.

Social Science: history, civics, economics, commercial or economic geography, sociology. The major must have at least one unit of history.

A student with academic deficiencies may be required to take remedial courses in reading and English. The Essentials of Learning program or the General Educational Developmental examination (GED) offer alternative methods of admission to college.

While Olivet does not normally allow enrollment in classes prior to a student's high school graduation, exceptional cases will be considered by the Admissions Board. An interview is required, and a test approved by the United States Department of Education must be passed by the applicant.

Admission Tests

The American College Test (ACT) is required of all students before final admission as freshmen. It is recommended that the test be taken in the senior year or the last semester of the junior year in high school. Information about testing locations and dates may be obtained from the high school guidance office. Olivet's ACT code number is 1112. When the test is taken, request should be made that the scores be sent to Olivet Nazarene University.

If the test was taken previously, and the scores were not sent to Olivet, write ACT in Iowa City, Iowa with the request for scores to be sent to Olivet. Notation of the scores on the high school transcript is not sufficient. The ACT is also given at Olivet during the summer during freshman orientations for students unable to take the test in their home area.

If a student has a low grade average in high school, then the ACT results are used to consider the chance of success in college.

General Educational Development Examination (GED)

Mature persons above high school age (19 and over) who have not completed high school but who have had other opportunities to develop educationally may be academically qualified for admission to Olivet by the successful completion of the General Educational Development examination. Information on testing locations and dates may be obtained from the Admissions office and most high schools.

Essentials of Learning Program

Applicants who do not meet standard admissions criteria may be admitted to the university on probation if they enroll in the Essentials of Learning Program.

This program begins the week before classes start in the fall semester, and runs for the duration of the semester. Essentials of Learning students are limited to a 14-hour course load, and are encouraged to carry minimal outside employment commitments.

Any student who fails to pass Essentials of Learning and who has not successfully completed six hours of college credit may be suspended.

Placement in the Essentials of Learning Program is dependent upon, though not limited to:

- A. A high school GPA below 2.00 in college preparatory classes.
- B. Composite score of 17 or below on the American College Test (ACT).
- C. Recommendations from high school teachers and counselors.

The Essentials of Learning Program emphasizes effective study skills techniques, individualized academic counseling, and exposure to a variety of learning strategies appropriate for courses across the curriculum. The goal of the Essentials of Learning Program is to optimize the opportunities of success for at-risk students.

Admissions Procedures for Freshmen

1. Complete the Application for Admission secured from the Admissions Office. Detailed instructions are included on the form. This may be filed in the senior year, or in the last semester of the junior year.
2. Request that the high school send a transcript of at least six semesters of work to Olivet Nazarene University, along with a recommendation from the guidance office or principal. A form is included in the admissions packet to be given to the high school. Request must also be made that the high school send the final transcript after the student has graduated from high school.
3. The student should request that the two certificates of recommendation be sent by those who fill them out directly to the Admissions Office at Olivet.
4. Arrange with the high school guidance office to take the American College Test (ACT) when convenient. This is usually taken in the spring of the junior year or during the senior year. ACT has at least five national testing dates at regional centers.

Scores from the Scholastic Aptitude Test (SAT) may be considered toward your admission, but the ACT must be taken at some time before enrollment.

5. Send the housing deposit of \$30.00 with the application for admission if the student will be living in university residence halls. See Chapter 3 on University Life for residence hall living requirements. Campus housing cannot be assigned until this deposit is submitted and the student is accepted for admission. The deposit is refundable up to 30 days prior to the start of a semester in case the student does not enroll. Rooms are assigned by the Associate Dean of Students.
6. Apply for financial aid, if needed, as early as possible in the year of enrolling in college. The Financial Aid Form (FAF) is generally available in November or December for the following school year. See the chapter on Finances and Financial Aid for more details.

7. Upon receipt of the completed application, transcripts, and recommendation forms, action will be taken by the Admissions Office. Notification of acceptance, contingent upon actual graduation from high school and receipt of the final transcript, will be sent to the student by mail as soon as possible.
8. With notification of admission, a health questionnaire and immunization form will be sent for completion. These must be filed with the university before registering for classes. They are kept in the college health office for reference by the university nurse and physician if needed.
9. A small personal photograph will be needed for the admissions file. The usual high school senior portraits (wallet size) are commonly sent.
10. New students and their parents are invited to the campus for a brief orientation period during the summer preceding the first enrollment in Olivet, or at the beginning of the spring semester. These sessions provide a more extensive introduction to the university, and opportunity to select courses and housing. Invitations will be sent by the Admissions Office to accepted students who have completed all the above steps in the admissions process. The earliest accepted students are invited to the first orientation. The orientation includes some additional diagnostic testing. Freshmen are admitted to classes only after completing the freshman testing and orientation program.
11. The deadline for filing an application for admission and transcript is: August 1 for the Fall Semester, January 1 for the Spring Semester, and June 1 for the Summer Session.

Admissions Process for Transfer Students

The same basic steps are involved for transfer students as for new freshmen, except that the high school transcript need not be sent. Transcripts of all other college work must be sent to Olivet for evaluation of transfer credit. Scores of the American College Test (ACT) are not required of transfer students.

Transfer Student Admission

Students with previous college work in other accredited colleges or universities may seek admission to advanced standing at Olivet. The regular admissions process is to be completed. Attendance at all other post-secondary institutions must be reported, and official transcripts of all this previous college work attempted must be sent, on the request of the student, directly from the college or university to Olivet.

Admission will be determined from these credentials, subject to the following conditions:

1. Students on disciplinary probation are not accepted at Olivet Nazarene University.
2. The cumulative grade point average from all previous institutions will be considered in determining admission status, initial financial aid eligibility, and initial athletic eligibility. Students who have attained a minimum cumulative grade point average according to the following schedule may be admitted in satisfactory academic standing.

Semester Hours Attempted	Minimum Cumulative GPA
1-18	1.5
19-32	1.7
33-48	1.8
49-63	1.9
64 or more	2.0

Students who fall below the above minimum standards are not making satisfactory progress and, if admitted, would be on academic probation.

3. Courses accepted for transfer must be comparable to those taught at Olivet and/or must be recognized by the Registrar as generally being applicable toward a baccalaureate degree.
4. Grades of F will not be accepted as transfer credit, but will be calculated in the grade point average for determining admission status, initial financial aid eligibility and initial athletic eligibility. After one term of attendance, only grades of courses that were accepted in transfer will apply toward the cumulative grade point average used in determining academic standing, graduation, graduation honors, financial aid and athletic eligibility.
5. A maximum of 68 semester hours will be accepted from two-year colleges as transfer credit at Olivet.
6. A maximum of 15 hours of correspondence coursework may be applied toward a degree at Olivet.
7. For additional information regarding academic standing, financial aid eligibility and athletic eligibility, refer to chapter 6, "Academic Regulations."

Unclassified Students

Guest students enrolled in a degree program in another institution may enroll in Olivet Nazarene University by presenting a letter of authorization from the Dean or Registrar of the other college, along with an application for admission.

Special students may enroll in courses not leading to degrees at Olivet Nazarene University by showing evidence of their ability to profit from the course.

Guest and Special Students must indicate their acceptance of the ideals of the university in signing the application for admission. See the section on "Unclassified Students" in the chapter on Academic Regulations.

International Student Admissions Policies

This information is for applicants for admission who are not citizens of the United States, and who already hold or plan to apply for the F-1 Student Status Visa.

Before the University may issue a form I-20 A-B to an international applicant, these conditions must be met:

1. The prospective student must complete and return a written international student application form for Olivet.
2. The prospective student must furnish official transcripts or other records of courses taken to satisfy the University that the applicant has successfully completed a course of study equivalent to that normally required of an applicant educated in the U.S.A. who is seeking admission on the same level.

3. The University requires that the prospective student demonstrate possession of adequate English language proficiency to pursue a course of study on a fulltime basis.

A minimum score of 500 is required on the Test of English as a Foreign Language (TOEFL) of all new undergraduate international students, and a minimum score of 525 is required for graduate international students. Moreover, all international students accepted for admission are required to take a standardized English proficiency test upon arrival at the University. Those students evidencing critical English language skills deficiencies will be enrolled in the “English as a Second Language” program.

4. International student applicants are required to furnish the University a statement of financial support sufficient to provide for their expenses at the University without resorting to unauthorized employment.

All questions should be referred to the International Student Affairs Office, which is a part of the Admissions Office of Olivet Nazarene University.

Readmission

A student whose enrollment has been interrupted for one regular semester or more at Olivet Nazarene University must be approved for readmission before registering for courses again. An Application for Readmission form may be obtained from the Admissions Office and filed there with the requested recommendation.

If the student has registered at another college since attending Olivet, a transcript for that work must be sent from that institution to the Admissions Office.

Not enrolling in a summer term is not considered an interruption of studies which necessitates readmission.

Orientation for New Students

Olivet Nazarene University seeks to assist in every way possible to orient its students to the academic, social and religious life of the university. The orientation program consists of a variety of activities including testing, student-parent orientation sessions, and other transitional activities especially designed to assist the student in launching a successful college career.

Orientation programs for incoming students are sponsored by the university during the summer months prior to the opening of school and at the beginning of the spring semester. At this time each new student will visit the campus with his parents, participate in the advising program, register for the first semester of academic work, and make his housing selection. Special orientation sessions will be held with the parents to acquaint them with the university program.

The total orientation program is coordinated with the freshmen advising program of the institution and is under the direction of the Assistant Dean of Instruction and Director of Admissions.

Waivers and Advanced Placement by Examination

The College Level Examination Program (CLEP) may be used to establish credit and advanced standing for students who have attended nonaccredited colleges or institutes. It may be used to establish up to 21 hours of General Education credit. Incoming freshmen ranking in the upper ten percent of their graduating class and in the upper decile on their ACT composite score may take the CLEP and Olivet English test to establish advanced standing and credit up to 24 hours. (See Chapter 5 for fees for CLEP tests and credit.)

Credit will be granted only on scores at or above the 50th percentile. Credit validated by use of the CLEP does not apply toward a major or minor unless so specified by that department. The student will be charged a \$45 fee per hour for such credit. In all cases, full academic credit for such work will not be granted until the student has completed successfully at least one semester of work at Olivet Nazarene University. Waiver of required freshman courses will allow the student who has done superior work in high school to take more elective courses.

Students accepting credit in any of the CLEP tests should not take equivalent courses at Olivet or elsewhere, since credit cannot be given twice for the same courses.

The CLEP tests can be used to substitute for these equivalent courses at Olivet:

CLEP	Credits	ONU Course
Natural Science		
Biological	3 hours	Biology 101
Physical	3 hours	Natural Science 102
Mathematics	3 hours	Mathematics 102
Humanities		
Fine Arts	3 hours	Fine Arts 101
Literature	3 hours	Literature 200
Social Science		
Social Science	3 hours	Elective
History	3 hours	Elective

A student must receive credit in both biological and physical science in order for Olivet’s “laboratory science” requirement to be satisfied.

CLEP credit does not apply toward the intercultural understanding General Education Requirement.

Nursing, mathematics or science majors may be required to actually take the science and mathematics courses rather than accept CLEP credit. If you have questions, consult with the registrar before taking the CLEP tests.

Three hours of English Composition credit (English 103) will be granted to students who pass an institutionally administered writing sample. This writing sample will be used instead of the English CLEP test.

Credit is given for Advanced Placement test scores of 4 or 5. Further information is available from the Olivet Registrar’s Office.



This entrance to the campus includes the Plaza with flags of the United States, Wisconsin, Michigan, Indiana and Illinois — the four states of the Olivet Educational Region in the Church of the Nazarene.

Chapter 5

Financial Information

The most valuable element a student spends in college is time. One can earn more money, but cannot regain time nor spend it again.

A student can have only one freshman year in college. Therefore, the choice of the school environment, educational programs, attitudes and associations becomes a more important element than the amount of money invested in a college education.

Olivet faculty and administrators are fully committed to providing the best possible education — with a Christian purpose. This is truly **an affordable excellence worthy of a student's time as well as money.**

The education costs at Olivet are reasonable among Midwestern colleges or universities, and are made possible by generous support from the Nazarene districts which comprise Olivet's educational region.

Olivet's business office, financial aid and admissions counselors are prepared to aid students and parents in planning to meet the cost of their educational experience. Several plans or "packages" of financial aid are available to fit individual needs through a combination of payment plans, scholarships, grants, loans and employment.

Financing the University

Olivet Nazarene University is an independent liberal arts university related to the Church of the Nazarene. The 840 congregations in Illinois, Indiana, Michigan and Wisconsin have individual educational budgets which are paid annually to the university. Last year, funds received from these churches came to more than \$2 million.

Gifts from many alumni, friends, businesses, and foundations along with the church support enable the university to offer its high quality education at a tuition charge well below other independent liberal arts colleges in the area. A large number of corporate and foundation gifts are received each year, both in direct gifts and through matching gift programs with company employees.

Tuition, room, board, and fees from students make up a large portion of the operating budget of the university, unlike the state universities and community colleges which receive the major portion of operating funds from tax revenues.

Current Cash Gifts and Securities

Many friends of the university make cash gifts to the university throughout the year. Some gifts are for specific purposes, while others are for general needs. Gifts of securities and properties which have significantly increased in value are not only an asset to the university, but may also be beneficial for the donor in consideration of capital gains and income tax obligations.

All gifts to Olivet Nazarene University are eligible for consideration as income tax deductions.

Scholarship Gifts

Gifts for student scholarships may be made in two ways. 1. Gifts for scholarships may be used directly for student aid during the school year. 2. A capital fund is maintained through the Olivet Foundation, invested so that only the earnings of the gifts are awarded in scholarships each year. Gifts of \$2,000 or more may be designated as a scholarship fund named in honor or memory of the donor or a selected individual.

Recipients of these scholarships are determined by the university Scholarship and Financial Aid Committee.

The O.N.U. Foundation

The Olivet Nazarene University Foundation is an endowment fund established from donations made by many individuals over several decades. The assets of more than \$3 million are earning interest and dividends which are awarded in scholarships to qualifying Olivet students. Many of these scholarships are named for individuals and families. Applications are received from continuing Olivet students annually, and awards are made based on financial need, academic achievement and other criteria stated in the scholarship funds.

Bequests, Gift Annuities and Life Income Agreements

The ONU Foundation has a number of programs designed to assist people who wish to invest a portion of their life savings in education at Olivet. The Director of Development, Director of the Foundation, or Business Manager of the University is prepared to give suggestions and counsel, together with a donor's attorney.

General Expenses

The following is an itemized estimate of the cost of a regular course for one semester in the 1994-95 school year:

1. Registration Fee	\$10.00
2. General Fee.....	\$58.00
(Required of all students enrolled for seven hours or more, includes student activity,* student services, and mail handling fees)	
3. Tuition charges for 12 to 18 hours	\$4,300.00

For a student taking a full load of 18 hours, this is equivalent to a tuition charge of \$239.00 per hour. For more than 18 hours, the charge is \$239.00 per additional hour. For students taking a part-time load of less than 12 hours in the fall or spring semester, the tuition charge is \$358.00 per hour.

Applied Music Tuition Additional

Private (piano, voice, organ and orchestral instruments for one lesson per week per semester)\$125.00

Class (piano, voice, and orchestral instruments per course).....\$65.00

4. Room and Board (Board cafeteria style) average cost**	\$2,130.00
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Total Tuition, Fees, Room and Board (Semester)	\$6,498.00
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Total Tuition, Fees, Room and Board for a school year (two semesters)	\$12,996.00
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*The Student Body, acting on the recommendation of the Student Council, establishes a general student activities fee from year to year. This fee takes care of the Aurora (the university yearbook), the student newspaper, artist series, and absorbs the ordinary class dues. The assessment voted by the student body is \$58.00 per semester. Occasionally the student body will vote a small fee for a special project. The above is intended to be a general guide and not an exact statement.

**Every student living in university housing will be assessed a \$70 security deposit. This will be added to the school bill when the student enrolls. The deposit is to cover the cost of any vandalism in public or general areas of the residence halls during the entire school year. Damage in a residence hall for which responsibility cannot be determined will be charged on a pro rata basis to all residents during that semester. The deposit will be refunded after the student vacates university housing, following all provisions of proper checkout procedures, except that it may be offset against any indebtedness to the university. Persons known to be responsible for vandalism will be charged the full amount personally. Such amounts will not then be charged to the general security fund. Damage in a student's room is chargeable to the residents of that room, or to the person(s) known to have caused the damage.

Laboratory and Special Fees

Automobile Registration and parking per school year	
Resident student (campus residence halls)	38.00
Non-resident student.....	20.00
Change in registration after the first week.....	10.00
Graduation Fee.....	40.00
Graduate School Graduation Fee.....	55.00
ID Card replacement charge	10.00

Lost Room Key Charge	5.00
Lock Core replacement charge.....	25.00
Laboratory Fee, per course, per semester	
Science, Nursing, Computer, Home Economics, Physical	
Education, Business, Art, etc.)	38.00
Late Registration (one day late)	20.00
Second day and after, per day additional.....	2.00
Liability Insurance for Nurses, per year.....	30.00
Lockers, per semester	5.00
Returned Check Fee.....	10.00
Room deposit for Residence Hall Students.....	30.00
Security Deposit for Residence Hall Students.....	70.00
Student Teaching, per semester hour.....	14.00
Telephone Account Fee (one time fee for first time resident students).....	25.00
Tests and Examinations (ACT, CLEP, Proficiency) per test	28.00
Credit per hour resulting from Audit, CLEP, Proficiency.....	45.00

Methods of Payment

1. All charges are due and payable at the time of Registration at the beginning of each semester or term. Checks should be made payable to Olivet Nazarene University. It is helpful if the student ID number is on the check. An itemized statement will be sent to the student's home address unless the student directs otherwise.

2. Where financial aid has been awarded, the percentage of down payment and payment of balance is calculated **after** deducting such awards. College Work-Study is not deducted, since it must be earned by hourly work. **Acceptable methods of payment are as follows:**

A. Payment in full.

B. 33% down at registration, 33% within 30 days and the balance within 60 days following registration. Interest will be charged according to the statements below.

C. For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment plan is available. Contact the Student Accounts Office at Olivet for more information.

3. Any financial arrangements between the University and its students will be binding only if such agreement is in printed or written form. Any arrangements concerning finances should be made with the Student Accounts Office only.

4. A 1.5% interest charge is added each monthly billing period to the balance at the beginning of the billing period, less any payments during the month. The cut-off for each billing period is usually around the 25th of the month but may vary. Interest on the unpaid balance will be charged from the day of registration. (If the balance is to be paid by a federal or state grant, interest will be reversed when the federal or state grant check is received at Olivet.)

No one may participate in graduation, no degree will be conferred, nor credits transferred until all accounts are paid in full. When clearing a student account for graduation or to receive a transcript, payment must be made by cashier's check, certified check, credit card or personal money order if immediate clearance is needed. If payment is made by personal check, a waiting period of 30 days is necessary for the check to clear the bank.

Any student who has become delinquent through failure to make payment or proper arrangements may be disenrolled until such matters are satisfactorily taken care of with the Students Accounts Office.

5. Books and supplies must be paid for at the bookstore. We accept Visa, MasterCard, and Discover Card.

6. For further information concerning payment of student accounts, contact the Student Accounts Office in Miller Business Center, (815) 939-5245.

Room and Board

All students living in the residence halls are required to participate in the board plan. In case of withdrawal from the school the board will be refunded on a pro rata basis.

1. Rooms are rented for full semesters only. Students vacating a room will be refunded on a pro-rata basis.

2. For the convenience of students, and to meet government safety requirements, telephone line service is provided in every room — which includes local calling (within an eight (8) mile radius). Students will need to provide their own **touch-tone** telephone, and will be responsible to pay for all long distance service and costs for calls outside the local calling area. (Illinois has additional per minute charges for all local calls.) Call-waiting is optional for an additional charge. There is a one-time fee of \$25.00 to establish service for the consecutive years of attendance at Olivet.

3. A student is required to pay a deposit of \$30.00 when applying for admission. The room deposit will be refunded if the application for admission is not approved, or if a refund is requested before August 1, or no later than one month before the beginning of the semester for which the reservation was made.

Students who have been enrolled at the university and are leaving may request refund of the room deposit through their resident director. The refund will be mailed within 30 days if the student's account is clear.

4. The University is not responsible for personal property in case of theft, damage or loss by fire. In many cases a family homeowner's insurance policy will provide some coverage for a student's property "away from home."

5. Students are required to pay for any damage, other than ordinary usage, to room, furniture or fixtures, including telephone equipment, during their occupancy of the room.

6. Every student living in university housing will be assessed a \$70 security deposit against vandalism in the residence halls. This will be added to the school bill when the student enrolls. The deposit is to cover the cost of any vandalism in public or general areas of the residence halls during the entire school year. Damage in a residence hall for which responsibility cannot be determined will be charged on a pro rata basis to all residents during the semester. The deposit will be refunded after the student vacates university housing, following all provisions of proper checkout procedures, except that it may be offset against any indebtedness to the university. Persons known to be responsible for vandalism will be charged the full amount personally. Such amounts will not then be charged to the general security fund. Damage in a student's room is chargeable to the residents of that room, or to the person(s) known to have caused the damage.

Student Insurance Coverage

Individual needs for insurance coverage are so varied that Olivet Nazarene University does not carry any personal health, accident or property insurance for students.

It is the responsibility of each student to provide their own personal insurance for medical, accident, property and vehicles. In many instances, benefits of family medical and homeowners insurance policies extend to cover students while enrolled in college.

Students should check their own insurance agents or companies to be certain of coverage. Students must have a health and accident insurance program in effect while enrolled as a student at Olivet.

Vehicles used for student transportation must be fully covered by liability and property damage insurance at all times.

Withdrawals and Course Drops

If a student officially withdraws from school or drops courses, the following financial adjustments will apply:

1. Registration, General, Lab and other Special Fees: Pro rata refund for the first 60% of the semester. No refund of these fees after 60% of the semester is completed.
2. Room: Pro rata adjustment/refund on the unused portion as of the end of the week in which the student moves off campus.
3. Board: Pro rata adjustment/refund on the unused portion as of the end of the week in which the student withdrawal from the meal plan.
4. Tuition: If a student withdraws or drops his course load below 12 hours during the semester, they will receive a pro rata refund for the first 60% of the semester. No refund of tuition will be made after 60% of the semester is completed.

The effective date of any withdrawal or course drop will be the date such withdrawal or drop is officially requested. The official withdrawal date is the date established by the student with the Assistant Dean of Instruction. The official course drop date is the date the drop form is returned to the Registrar. Please refer also to Chapter 6 on Academic Regulations: Change of Registration, Withdrawal from School, and Class Attendance Requirements.

Adjustments are computed as of the end of the week in which the student makes official withdrawal. Protracted absence from class does not constitute a withdrawal, and will be treated as a failure.

When a student withdraws (or is withdrawn) from school prior to the end of a semester, a prorated amount of the student's Institutional scholarships and grants will be withdrawn from the student's account. Additionally, Title IV federal and state financial aid will be repaid to the appropriate program(s) as mandated by regulations published by the U.S. Secretary of Education.

Student Financial Aid

At Olivet Nazarene University we believe that every qualified student should have an opportunity for a college education in a congenial Christian atmosphere. Our financial aid program is designed to help students achieve these goals.

The purpose of financial aid has been interpreted variously through the years. Financial aid has been used to (1) aid needy students, (2) attract those with demonstrated academic achievement or athletic skills, and (3) strengthen the mission of the institution.

The comprehensive financial aid program includes scholarships, grants, loans and employment opportunities.

Need-based student aid is designed to provide monetary assistance to students who, without financial aid, would be unable to pursue a college degree. Educational institutions do not have unlimited funds to provide access and choice, and to ensure retention and academic success for all students facing economic barriers to post-secondary education. Because of the limitation of funds, and given the social value of awarding aid based on need, the demonstrated financial need has become the primary criterion in the awarding of financial aid.

Need-based financial aid is dependent on an equitable and consistent system of measuring need. Although the U.S. Department of Education has approved various need analysis systems for awarding federal financial aid, all of them are based on common assumptions.

The need analysis process is designed to provide objective measurements of a family's ability to pay for higher education costs and related student expenses.

Key Assumptions Underlying Need-based Student Aid

1. Parents have the primary obligation to finance the education of their dependent children.

2. The dependent student has a responsibility to *help* finance a university education since the student is the direct beneficiary of the education. Student contributions are derived from expected summer savings, earnings during the academic year, and other assets.

3. The independent student is responsible for financing his/her own education.

4. The responsibility for educational funding shifts to society only after the family's (both parent's and student's) resources have been determined to be insufficient to meet the costs of education. A measurement of a family's financial strength must take into account that family's income and assets, as well as its expenses and liabilities. Other factors, such as extraordinary expenses or the size of the family, may affect a family's ability to pay, and therefore must be considered.

5. To be consistent and equitable, the need analysis system must be an objective measurement of the family's present financial strength. It does not evaluate what the family used to be or what it may be in the future. It does not make value judgments about the spending patterns of families. It can only assess, as consistently as possible, the objective data of "what is."

The Director of Financial Aid has offices in the Miller Business Center. Financial aid counselors and the admissions office counselors are readily prepared to advise students and parents concerning application for financial aid. Correspondence regarding financial

aid should be addressed to the Director of Financial Aid, Olivet Nazarene University, Kankakee, Illinois 60901-0592.

The Financial Aid Application and Award Process

It is the responsibility of the student and parents to complete all the necessary application forms and procedures each year they wish to receive any type of financial aid.

ALL students seeking federal and/or Illinois State financial assistance by way of loan, grant, and work programs must complete the federal needs analysis application called the Free Application for Federal Student Aid (FAFSA). Students applying for the first time at Olivet will complete the FAFSA. Continuing students will complete a *Renewal FAFSA*.

Dependent students applying for financial aid must have their parent(s) or legal guardian(s) supply information on the Free Application for Federal Student Aid (FAFSA).

A student's initial eligibility for assistance rests largely on the basis of a satisfactory grade point average together with an analysis of the financial need. Future eligibility will also be affected by his/her academic standing and financial need. Refer to Chapter 6 on Academic Regulations for additional information on Good Standing, Retention, Eligibility, and Satisfactory Progress for Financial Aid.

A Federal Processor authorized by the federal government is utilized to determine the need from the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA.

When it is determined the student qualifies for a federal grant or scholarship, the grant or scholarship is awarded on a non-repayable basis. Federal loans are awarded on the basis of repayment, in some cases after graduation when the student ceases to be enrolled at least half time. Federal work programs are available to assist students in earning money to pay for some educational costs and are awarded on the basis of financial need. The student must obtain employment and earn these funds.

The Olivet Financial Aid Application AND the FAFSA should be filed in the year the student plans to enroll. *These forms must be completed annually.* Since the FAFSA requires IRS information from the immediate past year, the form may be filed no earlier than January 1, but should be filed as early thereafter as possible. Applications received by March 1 will receive priority consideration for federal campus-based funds. Verification materials, including tax returns with schedules, W-2 forms, and other required forms must be submitted before a financial aid award letter can be produced.

Applications for financial aid will be accepted at any time after the above dates, and processed as soon as possible. However, funding may be limited for these applicants. Awards will be made as long as funds are available.

Awards of financial aid, including university-based loan, grant, scholarship, and work-study funds, will be made only to students who have been accepted for admission or re-admission to the University by the Admissions Office.

The Free Application for Federal Student Aid (FAFSA) may be secured from the high school principal or guidance counselor, or from the Director of Financial Aid, Olivet Nazarene University, Kankakee, Illinois 60901-0592. After completion of this form, send it to the Federal Processor. An addressed envelope is included with the application booklet. A Student Aid Report will be sent to the student in about four weeks from the date it was received by the Federal Processor. This report should be reviewed by the family, signed, and all parts, including any necessary corrections, ***submitted directly*** to the Olivet Financial Aid Office.

When all application and verification materials have been received, the Olivet Financial Aid Office will prepare an Award Letter for the applicant detailing eligibility and awards.

Scholarships

Scholarships are awards offered on the basis of academic ability, special talents, or the personal interest of donors. These awards carry no obligation for repayment. **The value of each scholarship is determined on a yearly basis. All Olivet scholarships require full-time enrollment each semester in which they are received.**

A number of scholarship awards are made available each year by Olivet Nazarene University. ***The scholarships at Olivet can never exceed the direct cost or generate a credit balance.*** This policy does not exclude additional scholarships or assistance from other sources.

A scholarship or grant involving ONU institutional or ONU Foundation funds offered by Olivet to an individual student is not transferable to any other school or educational program or to any other student enrolled at Olivet. This includes awards such as the Olivet Scholar Award, Honor Scholarship, President's Scholarship, Achievement Scholarship, divisional scholarship, athletic scholarships, assistantships, or any other scholarship or grant program that involves institutional or ONU Foundation funds.

Olivet Scholar Award. A student who graduates from an accredited high school (public or private) with a perfect Grade Point Average (that is, all A's or 4.0), has an ACT composite score of 30-36 (or equivalent SAT), or is Valedictorian of the high school class (depending on the size of the class), may qualify for the Olivet Scholar Award. No formal application is needed for incoming freshmen, as the award is made on the basis of the high school transcript and/or ACT score. The high school transcript must show the rank in class.

This scholarship is a conditional award equal to \$4,300 for the 1994-95 academic year, and may be applied to direct student cost provided the student is carrying a full-time load of courses.

The scholarship may be continued for up to four years of undergraduate work provided the student maintains a grade point average of 3.60 or better for the first year, and a cumulative g.p.a. of 3.60 or better each semester thereafter. For full-time students, credit on the student account will be made half each semester. Recipients must enroll for and complete at least 12 credit hours per semester.

Honor Scholarship is awarded to students who rank in the top 5 percent of their high school graduating class or who have ACT composite scores of 28-29 (or equivalent SAT). No formal application is needed for incoming freshmen, as the award is made on the basis of the high school transcript and/or ACT score. The high school transcript must show the rank in class.

This scholarship is a conditional award equal to \$2,580 for the 1994-95 academic year, and may be applied to direct student cost provided the student is carrying a full-time load of courses. The scholarship may be continued for up to four years of undergraduate work provided the student maintains a grade point average of 3.35 or better for the first year, and a cumulative g.p.a. of 3.35 or better each semester thereafter.

For full-time students, credit on the student account will be made half each semester. Recipients must enroll for and complete at least 12 credit hours per semester.

President's Scholarship is awarded to students who rank in the top 10 percent of their high school graduating class or who have ACT composite scores of 26-27, (or equivalent SAT). No formal application is needed for incoming freshmen, as the award is made on the basis of the high school transcript and/or ACT score. The high school transcript must show the rank in class.

This scholarship is a conditional award equal to \$1,720 for the 1994-95 academic year, and may be applied to direct student cost provided the student is carrying a full-time load of courses. The scholarship may be continued for up to four years of undergraduate work provided the student maintains a grade point average of 3.00 or better for the first year, and a cumulative g.p.a. of 3.00 or better each semester thereafter.

For full-time students, credit on the student account will be made half each semester. Recipients must enroll for and complete at least 12 credit hours per semester.

Achievement Scholarship is awarded to students who have ACT composite scores of 22-25. No formal application is needed for incoming freshmen, as the award is made on the basis of the high school transcript and/or ACT score. The high school transcript must show the rank in class.

This scholarship is a conditional award equal to \$860 for the 1994-95 academic year, and may be applied to direct student cost provided the student is carrying a full-time load of courses. The scholarship may be continued for up to four years of undergraduate work provided the student maintains a grade point average of 3.00 or better for the first year, and a cumulative g.p.a. of 3.00 or better each semester thereafter.

For full-time students, credit on the student account will be made half each semester. Recipients must enroll for and complete at least 12 credit hours per semester.

Transfer students will be considered for the **Olivet Scholar Award, Honor, President's and Achievement scholarships** on the same basis as continuing Olivet students. A high school transcript and/or ACT record must be sent to the Transfer Coordinator, at the initiative of the student.

Only one of these academic scholarships (Scholar, Honor, President's or Achievement) may be used during any school year. Students who are awarded the Olivet Scholar Award, Honor, President's or Achievement Scholarship at Olivet who do not maintain the required cumulative grade point average may be offered the next lower level of scholarship for which the student qualifies according to the cumulative grade point average earned. There is no provision to reinstate an earlier, higher scholarship.

District Scholarships: The Nazarene Youth International organizations of eleven districts of the Central Education Region, Church of the Nazarene, offer several scholarships each to students from their district who attend Olivet Nazarene University. Conditions under which these scholarships are granted may be obtained by corresponding with the District N.Y.I. presidents. Additionally, some districts have other scholarships which are offered under varying criteria. Information regarding these other scholarships offered should be obtained by corresponding with the District Office.

The Olivet Nazarene University Prize for Bible Knowledge (Bible Quizzing): Olivet Nazarene University awards an annual prize of up to \$200 in tuition credit to the Nazarene high school student on each of the districts of the Central Educational Zone

who best demonstrates his knowledge of an assigned portion of the Bible as a Bible quizzier, provided the District will add an equal or greater amount to the prize. The student is nominated by the district N.Y.I. Council. This scholarship is not transferable to another student from the district. Olivet also gives a scholarship of \$250 to the top quizzier at the Olivet Regional Quiz each year.

Church Sponsored Scholarships: Many congregations of the Church of the Nazarene encourage young persons from their congregation to enroll in Olivet Nazarene University by offering general aid to all who enroll. Since the amount and terms of these awards vary, the conditions should be investigated with the pastor of the local church.

Nazarene Church Scholarships:

Because Nazarene churches of the Central Educational Region support Olivet with more than \$2 million annually, Olivet feels a special concern to assist the students of those churches to achieve their goals for Christian higher education.

First Year Student: A scholarship of \$1,000 is available for the first year a new undergraduate student from a church of the Olivet Region enrolls full time in Olivet. Students enrolling in the spring semester receive only \$500. Eligibility for this scholarship is not carried forward to a succeeding year. The local church must have paid the Olivet Budget in full for the assembly year closing in the summer preceding enrollment.

District Support Scholarship: An additional scholarship of \$250 is available for the first year a new undergraduate student from a church of the Olivet Region enrolls full time in Olivet. The entire award will be offered in the first semester the student enrolls. The District must have paid the Olivet Budget in full for the assembly year closing in the summer preceding enrollment by the student.

A Church Matching Scholarship of a maximum of \$500 (\$250 per semester) will be credited to the school account of a student who receives such a scholarship from a local church of the Olivet Region. The student must be an undergraduate, enrolled full time at Olivet. The church must have paid the Olivet Budget in full for the assembly year closing the summer before the year of enrollment. The local church must set scholarship guidelines that comply with the Internal Revenue Service.

Pastors and Full-time Ministerial Staff of churches of the Olivet Region: Children and dependents may receive a scholarship up to the equivalent of 25 percent of tuition. The student must be a dependent, living at home, and have never been married. The church must have paid the Olivet Budget in full for the preceeding district assembly year.

Several scholarship opportunities are available through funds administered by the International Board of Education of the Church of the Nazarene:

The International Students Scholarship Fund: is made available by Widmeyer, Yeats. It is awarded on the basis of need to students from mission fields. Application is made through the Olivet Financial Aid Office.

The General Superintendent Scholarship Fund: makes \$500 scholarship awards to students upon recommendation of the president. Based on financial need. The student must be enrolled full time. Priority is given to students preparing for full-time ministry. Application is made to the president of the university.

The Edna McCormack Memorial Scholarship Fund: It is awarded on the basis of need to students attending any of the Nazarene institutions of higher education. Application is made through the Olivet Financial Aid Office.

The Council of Education Scholarship Fund: is available to students attending any of the Nazarene institutions of higher education, but the majority of awards must be made to those attending Nazarene Theological Seminary in Kansas City, MO. Application is made through the Olivet Financial Aid Office.

OLIVET NAZARENE UNIVERSITY FOUNDATION SCHOLARSHIPS

ONU Foundation scholarships are made possible through the generous giving of donors who care about Olivet Nazarene University students. These scholarship awards are based on a student's demonstrated financial need and academic performance at Olivet Nazarene University. Unless otherwise specified, all Foundation scholarships will be awarded to students who have completed one year of full-time course work at Olivet, **a minimum of 24 credit hours.**

Awards typically range in value from \$400 to \$1,000 per academic year. Applications for these scholarships will be distributed by the **Financial Aid Office** in January to all eligible enrolled students. Completed applications must be returned to the **Financial Aid Office** no later than **April 1. Late applications will not be considered for awards.** Awards are made for the full academic year in the spring preceding the start of the school year. One-half of the award will be paid each semester in which the student is enrolled on a full-time basis, **a minimum of 12 credit hours per semester.**

An Olivet Nazarene University Foundation scholarship is a gift which does not have to be repaid. However, students who are beneficiaries of these gifts are encouraged to respond in future years by making similar gifts to the Olivet Foundation so that other students may also benefit.

Adamson, Dorothy Lewis, Scholarship: for worthy and needy students.

Allen, Lois Ann, Scholarship: for children of missionaries in financial need.

Alumni Scholarship: for worthy and needy students; provided by ONU Alumni.

Alvarez, Fernando G. and Mildred, Scholarship: for worthy and needy students preparing for full-time ministry; given by their daughters, Edwina and Marsha.

Anderson, Leonard E., Scholarship: for majors in the Business or Accounting departments.

Associated Student Council Scholarship: awarded to a third- or fourth-year student who has served a minimum of one year on the Associated Student Council.

Austin, Sylvia L., Scholarship: for worthy and needy students.

Barnhart, Wilma, Scholarship: for worthy and needy students.

Basham, Rev. and Mrs. H.I., Scholarship: for incoming freshmen Communications major with a B average in high school; provided by Dr. Milton P. and Catherine E. Kale.

Bean, Calvin and Lenore, Scholarship: for sophomores, juniors and seniors preparing for the ministry.

Bearinger, Clayton and Ada, Scholarship: for worthy and needy students.

Becke, Earl, Scholarship: for worthy and needy students with a Business major.

Beckman, Arthur, Scholarship: for worthy and needy students.

Benner, Merl M. and Elma, Scholarship: for a worthy and needy graduate Religion student.

Berry, Marion Messenger, Scholarship: for worthy and needy Music students.

Better Day Scholarship: for worthy and needy undergraduate students and students in the Institute for Church Management Program.

Biedenharn, Joseph H., Scholarship: \$200 to be given annually to a deserving Art major.

Bloom, Margaret E., Scholarship: for English or ministerial students.

Bon, David and Carol, Scholarship: for worthy and needy students.

Boxell, A. Ralph and Ruth Reader, Scholarship: available to students majoring in Piano.

Brandenberg, William, Scholarship: for Nursing students.

Buchholz, Sylvia May, Scholarship: for worthy and needy students.

Business/Economic Scholarship: for students majoring in Business.

Campbell, D. Ray, Scholarship: for ministerial students or Business majors.

Carmichael, Mayme, Scholarship: available to Music major based on musical proficiency and need; selection made by Music faculty.

Carmichael, Vernal, Scholarship: for outstanding student of junior standing majoring in Business Administration.

Cassells, James and Ruth, Scholarship: available to a worthy student majoring in Music; recommended by Fine Arts Chairman; provided by Marilyn Cassells.

Central Educational Region Nazarene Youth International Scholarship: available to sophomore, junior, or senior Religion or Music majors or other worthy and needy students from the Central Educational Region.

Chenoweth, Robert R. and Arlene J., Scholarship: for full-time worthy and needy students.

Churchill, James and Verda, Scholarship: for worthy and needy students.

Clark, Blanche S., Scholarship: for worthy and needy students.

Class of 1961 Scholarship: for worthy and needy students.

Class of 1973 Scholarship: for worthy and needy students.

Class of 1984 Scholarship: for worthy and needy senior student; preference given to an heir of the Class of 1984.

Cole, John and Esther, Scholarship: for worthy and needy Religion majors.

Colling, Debora Anne, Scholarship: awarded on based on scholarship and potential for a successful career in the biological, biochemical, or biomedical sciences.

Collins, Dr. Harvey, Scholarship: for worthy and needy Art students.

Cook, James V. and Louise, Scholarship: for Music students; provided by Dr. and Mrs. Ronald A. McMaster.

Cook, Perry A. and Florence L., Scholarship: for worthy and needy students preparing for missionary service.

Couchenour/Snider Scholarship: for worthy and needy ministerial students.

Cox, William A. and Anna R., Scholarship: for worthy and needy students.

Crawford, James H. and Maggie Sloan, Memorial Fund: to be used per agreement; provided by the family of these pioneer ministers of the Church of the Nazarene.

Culp Family Scholarship: for worthy and needy students.

Dawes, Gordon W. and Frances V., Scholarship: for worthy and needy students preparing for the ministry or missionary service in the Church of the Nazarene.

Demaray, Dr. Coral and Harriet, Scholarship: for worthy and needy students majoring in Biblical Literature.

Deming, Harley Fred, Scholarship: for worthy and needy students.

Doud, Harvey E. and Mary Edna, Scholarship: for Nursing students.

Eilander, Grace, Scholarship: for worthy and needy students.

Farmer, Howard and Adda, Scholarship: for worthy and needy students.

Foor, Dennis W., Scholarship for worthy and needy students.

Fowler, Clifford H., Scholarship: for Nursing and Science students.

Fowler, Emmet G., Scholarship: for worthy and needy students.

Francis, Ralph, Scholarship: for worthy and needy students.

Friends of Olivet Nazarene University Scholarship: for worthy and needy students.

Frost, Emma, Scholarship: for worthy and needy students.

Fry, Marion, Scholarship: for worthy and needy students from Wisconsin.

Garland, Eva, Scholarship: for worthy and needy students from Indianapolis Clermont and Monticello, Illinois Churches of the Nazarene.

Garton, Franklin Defoe and Thelma Irene, Scholarship: for students majoring in Communications.

Gibson, Don, Scholarship: for worthy and needy students preparing for full-time ministry.

Giroux, Martha Craig, Scholarship: for worthy and needy students.

Green, William and Mabel, Scholarship: for worthy and needy students.

Grill, Candace M., Scholarship: for worthy students from Howell, Michigan Church of the Nazarene.

Grimsley, Nellie L., Scholarship: for students preparing for definite overseas missionary service.

Grothaus, Dr. Clarence, Scholarship: students majoring in Chemistry.

Grothaus, Jewell, Scholarship: for students majoring in Music.

Gustin, Lester and Susan, Scholarship: for worthy and needy students.

Hale-Wilder Scholarship: available to Voice majors by audition before the Voice faculty and the Chairman of the Department of Music; provided by Robert Hale of Zurich, Switzerland and Dean Wilder, Director of Vocal Instruction, William Jewell College.

Hardy, William H., Jr., Scholarship: for worthy and needy students.

Harper, A.K. and Beatrice, Scholarship: for worthy and needy ministerial students.

Harshman, Boyd and Libby, Family Memorial Scholarship: available to five worthy and needy junior Music majors for use in their senior year.

Hess, Dennis and Georgia, Scholarship: for worthy and needy students.

Hilgendorf, Penny L., Scholarship: for worthy and needy Elementary Education majors from the Michigan District Church of the Nazarene or other worthy and needy students.

Hinkle, Elsie, Scholarship: for worthy and needy students in the Education Division.

Holland, Nelda D., Scholarship: for worthy and needy students.

Hollingsworth, Art and Bea, Scholarship: for worthy and needy ministerial students.

Hopkins, Russel G. and Verda E., Scholarship: for orchestral music students.

Howe, Kathryn Ruth, Scholarship: for worthy and needy elementary education majors.

Huffman, Larry K. and Dana T., Scholarship: for worthy and needy students.

Hultz, Ralph W and Evelyn E., Scholarship: one-half available to handicapped students and one-half available to ministerial students.

Hyde, Florence, Scholarship: available to students preparing for missionary service or other worthy and needy students.

Ide, Charles D. and Mary E., Scholarship: available to ministerial or other worthy and needy students.

Jarvis, Elsie Sofia, Scholarship: for worthy and needy students.

Johnson, Alfred and Kathleen, Scholarship: for worthy and needy men students in a medically related field other than nursing.

Johnson, Oscar and Bertha, Scholarship: for worthy and needy students.

Jones, Ira, Scholarship: for worthy and needy students.

Julius, Clarence E. and Ruth Maxine, Scholarship: for worthy and needy students.

Kale, William H., Jr. and Naomi Ruth, Scholarship: available to junior and senior Communication major with 3.0 GPA.

Kariolich, Margaret J., Scholarship: for worthy and needy students.

Kelley, Brad and Karen, Scholarship: available to students planning a career in music arranging or composing.

Kelley, Frank and Elizabeth, Lecture Series and Scholarship: available for lecture series or worthy and needy students.

Kelley, Selden Dee, Sr., Scholarship: for worthy and needy students.

Kesler, James O., II, Scholarship: available to junior or senior ministerial or missionary students holding membership in the Northwest Indiana District Church of the Nazarene.

Keys, Gerald L. Sr., and Celeste F., Scholarship: for worthy and needy students.

Kleinert, Fritz and Olivera, Scholarship: for worthy and needy students.

Kochersperger, Terry L., Scholarship: available to Engineering students.

Kotval, John D. Jr., and Kay, Scholarship: for ministerial students.

Kranich, Wanda Mae, Scholarship: available to students majoring in a keyboard instrument.

Langdon, Cindy, Scholarship: available to worthy and needy students from Richfield, Michigan Church of the Nazarene or other worthy and needy students.

Langdon—Wooten Scholarship: for worthy and needy students; provided by Mrs. Bernadine L. Dunfee.

Larsen, Naomi, Scholarship: available to Music majors based on music proficiency and need; selection made by Music Faculty.

Latimer, Anna, Scholarship: for worthy and needy students.

Lemna, Mr. and Mrs. William F. Scholarship: for worthy and needy students.

Lind, Dr. Richard T., Scholarship: for worthy and needy students.

Lundry, Russell, Scholarship: for worthy and needy students.

MacDonald, Robert, Scholarship: available to needy ministerial students.

Malliett, Lowell and Barbara, Scholarship: for international students.

Marquart, Linford A., Scholarship: for worthy and needy students.

Martin, Dr. E.W., Scholarship: available to worthy senior students preparing for the ministry or missionary service.

Martin, Rev. Edwin C. and Pearl Richie, Scholarship: available to students preparing for Christian service.

Martinson, Milton and Myrna, Scholarship: for worthy and needy students.

McClain, Dr. Carl S. and Eunice, Scholarship: for worthy and needy students.

McCoy, Kenneth and Doris Sparrow, Scholarship: available to Pre-med or Nursing students with first preference to women students; given in memory of Russel J. Duriex, Class of 1937.

McCreary, Glen, Scholarship: for worthy and needy students.

McIntyre, Norma, Scholarship: for worthy and needy students.

Meyer, Robert Paul, Scholarship: available to students with physical handicap.

Meyer, William D. and Florence I., Scholarship: available to students with a disability.

Milner, Robert M., Scholarship: for worthy and needy students; provided by Robert and Arlene Chenoweth.

Mingus, James E. and Judy M., Scholarship: for worthy and needy students.

Minor, Malvin and Christine, Scholarship: for worthy and needy students.

Mitten, Dr. Lloyd G. and Thelma A., Scholarship: available to worthy and needy juniors and seniors majoring in Business and Economics.

Moore, Clarence T. and Jennie K., Scholarship: available first to descendent, then to worthy or needy junior or senior ministerial student.

Moore, Robert and Dottie, Scholarship: for worthy and needy students.

Morgan, William G., Scholarship: for worthy and needy students.

Mueller, Ethel, Scholarship: for worthy and needy Protestant students.

Mumbower, Bessie Fern, Scholarship: for worthy ministerial students.

Munson, Della, Scholarship: for worthy and needy students.

Myers, Carrie M., Scholarship: available to worthy and needy sophomore, junior, senior or graduate ministerial student from Seymour, Indiana First Church of the Nazarene; student to be recommended by the pastor of Seymour First Church; established by Francis and Dorothy Myers and the Kocolene Oil Co. of Seymour, Indiana.

Myers, Delbert H., Scholarship: available first to worthy and needy sophomore, junior, senior or graduate ministerial student from Seymour, Indiana, First Church of the Nazarene then to other worthy and needy students.

Myers, Rev. Joseph T. and Connie H., Scholarship: available to students from Vermilion County, Illinois, studying to become ministers in the Church of the Nazarene.

Neal, Ada, Scholarship: available to Nursing students.

Neubert, Alvin A. and Joy E., Scholarship: available to worthy Nursing students.

Noble, Merwin, Family Memorial Scholarship: available to Music Education majors completing first three semesters of course work with 3.0 GPA; to be selected by music faculty.

Nutt, Selden and Mozelle, Scholarship: for worthy and needy students.

ONU Foundation Board of Directors Scholarship: for worthy and needy students.

ONU Scholarship: for worthy and needy students.

Orpheus Memorial Scholarship: available to worthy full-time students with first preference to members of Orpheus Choir. This fund is in memory of the Orpheus Choir members who died from an accident Nov. 1, 1990, while the choir was on its way to the Praise Gathering in Indianapolis.

Patterson, Vaughn L., Scholarship: available to a Kankakee County, Illinois resident student, preference given to a Bradley-Bourbonnais Community High School graduate; in loving memory of Wanda M. Starasinich, mother of Mr. Patterson.

Peffer, Paul E. and Ruth O., Scholarship: for worthy and needy students majoring in Business.

Perry, Dr. Ralph E., Scholarship: for worthy and needy students.

Phillips, Marjorie L. McCoy and Harold E., Scholarship: for worthy and needy students; given in memory of W.D. and Grace McCoy.

Pickard, Verna O., Scholarship: for worthy and needy senior ministerial or missionary student.

Pitts, Jesse Brantson and Mary Hazel, Scholarship: for decedents first, then other worthy and needy students in their sophomore, junior and senior year.

Plummer, Chester, Scholarship: for ministerial students, with preference given to those planning to be evangelists.

Purinton, Dr. W.S., Scholarship: for a worthy and needy ministerial students.

Reader, Paul H. and Delores A., Scholarship: for worthy and needy students.

Reed Graduate Scholarship: available to graduating seniors in Religion who pursue graduate work in Religion at Olivet; established by Dr. and Mrs. Harold W. Reed.

Reed Scholarship: for worthy and needy undergraduate ministerial students; given in honor of Dr. and Mrs. Harold W. Reed.

Reeves, Emily, Scholarship: for worthy and needy students.

Reynolds, Phil, Scholarship: for worthy and needy students.

Rice, Paul, Scholarship: for worthy and needy students.

Ringgenberg, Raymond R. and Mabel G., Scholarship: for worthy and needy students.

Roby, Cecil L. and Darlene, Scholarship: for worthy and needy students majoring in Business.

Rowe, Richard E. and Jeanette, Scholarship: for Religion majors.

Shaffer, Sandy Jo, Scholarship: for worthy and needy junior or senior Business majors.

Shaw, George Russel and Gertrude, Scholarship: for worthy and needy students.

Smith, Sylvester and Leah, Scholarship: for worthy and needy married students preparing for the ministry or missionary service.

Snowbarger, Dr. Willis E., Scholarship: available to junior or senior History majors completing 15 hours of History, including 3 upper division hours; requires overall GPA of 3.25 and History GPA of 3.5; selection to be made by History Department.

Sommer, Steven C., Scholarship: available to worthy and needy students majoring in Social Work.

Springer, Frank E. and Rose M., Scholarship: for worthy and needy students.

Steinke, Lester L., Scholarship: available to a student not qualified for any other scholarship but who has an intense desire to receive an education; preference given to freshmen; given by Mrs. Lois Thomas in memory of her brother.

Stevenson Scholarship Fund: available to worthy Nursing students.

Stewart, Virgie, Scholarship: available to junior student with major in Modern Languages.

Strickland, Evert C. Scholarship: for worthy and needy students majoring in Education; provided by Evert Strickland in memory of his brother, Rev. Raymond Strickland.

Strickler, Dr. Dwight and Esther, Scholarship: for worthy and needy Science majors.

Suits, Eva Irene, Scholarship: for worthy and needy students.

Sullivan, Mary, Scholarship: for worthy and needy students.

Thomas, Dr. Weldon L. and Juanita M., Scholarship: for worthy students.

Thornton, Clarence and Georgia, Scholarship: for ministerial students from Wisconsin, with preference to a married student.

Toland, Don and Beverly, Scholarship: available to students preparing for a career in Broadcasting.

Transcript Scholarship: for worthy and needy students.

Tucker, J. Paul and Lenore, Scholarship: for worthy and needy ministerial students.

VanAken, Lynwood and Maxine, Scholarship: for worthy and needy Music majors.

Watseka Friends Church Scholarship: for worthy and needy students; provided by

Clara Honeywell Canady and Howard Herbert Honeywell, members of the Watseka Friends Church 1921-1981.

Weber, Donald H. and Beverly A., Scholarship: available to children of missionaries or pastors, of junior or senior standing, with a 3.0 or greater GPA.

White, Dr. S.S., Scholarship: available to upper division Theology students.

Whittredge, Fern, Scholarship: for worthy and needy students.

Williams, Lula, Scholarship: for worthy and needy students.

Williams, Mike and Dee, Scholarship: for worthy and needy students from Wisconsin.

Wisner, Gerett, Scholarship: available to junior and senior nursing, ministerial, music, or other worthy and needy students.

Zimmerman, Iris Eileen, Scholarship: for worthy and needy students.

Grants-In-Aid

Federal Pell Grants are provided by the Department of Education of the U.S. Government to all students who qualify on the basis of need. The Free Application for Federal Student Aid (FAFSA) used to determine eligibility for this grant may be secured from Olivet Financial Aid Office or from any high school. Pell grant awards normally range from \$400 to \$2300 per year.

Federal Supplemental Educational Opportunity Grant (SEOG) is awarded to students with exceptional financial need. The SEOG is awarded through the university from funds allocated to the school by the federal government. Awards normally range from \$200 to \$1200 per year.

Illinois Student Assistance Commission Monetary Award: (MAP) The State of Illinois provides financial assistance to all residents of the state who show a need for college assistance on an annual application. This grant may cover tuition and fees only. The current maximum yearly award is \$3324. The same form (FAFSA) used to apply for federal aid applies to the Illinois state assistance as well and is available from the Olivet Financial Aid Office or from any high school. The award amounts are contingent upon legislative action and funding each year.

Other State Grants: Residents outside the State of Illinois should inquire into the availability of state grants for college education which may be applied toward their education at Olivet. The states of Vermont, Massachusetts, Pennsylvania and New Jersey

are among those who will permit students to transfer grants to out-of-state private schools.

Family Grant, a tuition discount of \$1290 for the 1994-95 academic year is awarded when two or more unmarried, dependent students from the same immediate family, or husband and wife, or parent and dependent(s) are enrolled as full-time undergraduates in an academic year. The discount will be awarded to each qualifying student, and will extend for the period of undergraduate concurrent enrollment. The maximum number of years of eligibility is four. *Students enrolled in the Adult Studies degree completion programs and students receiving tuition remission benefits are ineligible.*

Loan Funds

Perkins Loans: Olivet Nazarene University participates in the student loan program sponsored by the U.S. Department of Education. A maximum of \$15,000 in 4 years of undergraduate study may be awarded in these loans. A FAFSA must be submitted annually for evaluation of need. Forms and instructions are available through the university Financial aid Office.

Stafford Loans: There are two Stafford Loan programs, subsidized and unsubsidized. All students who wish to borrow through either of the Stafford Loan programs must complete the FAFSA each year. Ability to participate in the *subsidized* Stafford Loan program is based upon calculated need. A maximum of \$23,000 during the time required to achieve an undergraduate degree may be borrowed by qualified students.

Loans at the freshmen level (0-31 cr. hrs. completed) are limited to \$2,625 per year. Loans at the sophomore level (32-63 cr. hrs. completed) are limited to \$3,500. Loans in the junior and senior years (64 or more cr. hrs. completed) may be up to \$5,500 per year. Neither the subsidized, unsubsidized, or a combination of the two may exceed these yearly limits for dependent students.

Independent students may borrow at increased limits under the *unsubsidized* Stafford loan program. Qualified graduate students may borrow up to \$8,500 per year under the Stafford loan program. Aggregate limits for independent and graduate students vary. More detailed information may be obtained from the Olivet Financial Aid Office.

SLS Loans and Illinois Opportunity Loan Programs have been eliminated.

Student Employment

The university Counseling Center office serves students and potential employers with referrals and job requests for both campus and community employment. Our students have earned a high reputation for reliable service in the Kankakee business community.

Part-time employment is available primarily for those who need to earn expense money for personal needs. Types of jobs include secretaries, office workers, janitors, food service workers, typists, paper graders, receptionists, chapel checkers, store clerks, cashiers, and other miscellaneous types of work. In most cases, campus jobs require at least two successive hours free from classes on a daily basis.

Although a large number of students work during the regular school year, the university does not recommend that freshmen endeavor to work more than 10 hours a week during the first semester.

Approximately 700 students have employment in campus jobs during the school year. Priority for campus employment is given to those who qualify for Federal Work Study aid.

Federal Work Study: Campus work through the Federal Work-Study Program is available to students who qualify by way of the FAFSA. An eligible student could earn up to a maximum of \$1500 (gross) per academic year. This would require an average of 12 hours of work per week.

Students qualifying based on financial need as determined by the FAFSA will be given first opportunity for any available Federal Work-Study positions.

Financial Assistance for Veterans

To assist students who qualify for benefits from the Veteran's Administration, Olivet has a counselor in the Registrar's Office who specializes in these programs.



Participation in the Army R.O.T.C. program can lead to commissioning as a second lieutenant upon graduation.



Olivet's programs in the sciences have a proven track record as first-rate preparation for medical schools and other post-graduate study.

Chapter 6

Academic Regulations

Olivet's academic regulations constitute a readable map for student, counselor, professor and general reader. Each member of the academic community should familiarize himself with the directions for it is the official guide to each of the educational destinations offered by the University.

The liberal arts program offers every student, whatever his particular interest or vocational intention, an education built on a steady foundation of studies in a variety of subjects. This leads to a mature level of lifelong learning which surpasses limited training for a narrowly defined vocational field that may become obsolete in a few years.

Career planning is strongly encouraged through counseling with faculty members and the professional staff of the Counseling and Career Center.

The General Education Requirements provide a foundation of study in all the divisions of the university which may be helpful to a student selecting or confirming a career decision.

Registration

All students eligible to register (students enrolled in the preceding regular session and new or re-entering students who have completed application and have been accepted) will be supplied by the Registrar with directions for registration. Students are advised by members of the faculty and must file properly approved study lists with the Registrar during the registration period. Pre-registration service is provided by the Registrar's Office. Registrations not completed by the close of the listed registration days (see calendar) will require a fee of \$20.00 to cover the additional expenses of late registration procedure. An additional late fee of \$2.00 per day will be charged beginning the second day after registration day.

A student will not be permitted to register for any course including directed study and special topics after the first two weeks of the semester without the written approval of the Academic Dean. A faculty member may determine an earlier closing date for a particular course.

No student will be permitted to register for any course if, in the judgment of the instructor in charge, he lacks sufficient preparation to undertake the work. An instructor may, with the approval of the Academic Dean, drop from a class any student who shows marked delinquency in attendance, who neglects his work, or who proves incompetent to pursue the work of the course.

The normal student load is sixteen hours of class work in a week. No student will be permitted to register for more than eighteen hours, inclusive of physical education, without the special permission of the Committee on Academic Standards. An extra charge is made for each hour or fraction of an hour taken in excess of the eighteen-hour maximum load.

Outside Employment: Students carrying a considerable load of outside work must reduce their school program accordingly. The following schedule is a guide to counselors and students:

Semester Class Load In Relation to Grade Point Average:

Effective hours of outside employment	On Academic Probation	Up to 2.5	Up to 3.0	3.0 or over
Under 15 hours	14	Normal	Normal	Normal
15-20 hours	12	Normal	Normal	Normal
21-25 hours	10	14	Normal	Normal
26-30 hours	8	12	14	Normal
31-35 hours	6	10	12	Normal
35-45 hours	1 course	8	10	Normal

Change of Registration: A student may drop a course or change his program during the first calendar week of a semester without charge. After that there will be a charge of \$10.00 for each schedule change form processed. All changes in registration are made through the Registrar's office, with approval by the Academic Dean, the student's adviser and the faculty members whose classes are involved.

A student may withdraw from a full-semester course on or before the second Friday following the distribution of mid-term grades. Refer to the University Calendar in this catalog for the final dates to drop "Block" classes. Tuition refunds are made only in accordance with the policies stated in Chapter 5 on Financial Information.

Exceptions for the final date for dropping classes may be granted in cases of serious illness or other extenuating circumstances which, in the opinion of the Academic Dean, warrant leniency. Failure to attend classes does not constitute withdrawal from the course.

Withdrawal from College: If a student desires to withdraw from all of his courses he should start the withdrawal process at the office of the Director of Retention. This process is the reverse of registration and is necessary to clear the academic and financial records. See Chapter 5 on Financial Information for policies on refunds of tuition and fees.

Classification of Students

Students are classified according to the total number of hours for which they have credit.

The requirements for classification as a candidate for a degree on the basis of hours are:

Freshman standing — Must have met all entrance requirements and be registered as a candidate for a degree.

Sophomore standing — 32 hours

Junior standing — 64 hours

Senior standing — 96 hours or above

Students are classified at the beginning of each semester and the minimum requirements for the respective classes must be met at that time. Class activities and listing in university or student publications will be carried out in accordance with the above classification.

Unclassified Students — Special or part time students who meet all entrance requirements but who are carrying fewer than eight semester hours, and mature and otherwise qualified students who are not pursuing the regular course of study may, with the approval of the Academic Dean and the consent of the department concerned, be admitted to the University as unclassified students to take such courses as are open to them without respect to candidacy for a degree. Such work is limited to 30 semester hours.

Admission to Junior Standing

During the semester in which he expects to complete 50 or more hours of university work, the student should secure from the Registrar an “Application for Admission to Junior Standing.” This will normally take place during the spring of the sophomore year. The completed application must be filed in the Registrar’s Office and will be approved only when the following conditions have been met:

1. The required number of hours, including specific courses and areas as listed above, are completed.

2. Signature of major adviser.

3. A complete tentative program of courses for the junior and senior years, incorporating all requirements in the curriculum for the degree sought, with the proper signatures of approval.

A student will not be permitted to register as a junior until the Application for Junior Standing is completed.

Class Attendance Policy

Admission to Olivet Nazarene University is a privilege which represents an investment by the supporters of the University as well as the student. The opportunities provided by the University are open only to those who are willing to devote themselves to the serious business of education.

Students are expected to attend all class meetings for which they are registered except in cases of prearranged field trips, official assignments by the University, participation in scheduled intercollegiate athletic events or official music ensemble tours as may be considered excusable by the Academic Dean. With the approval of the Academic Dean, a faculty member may stipulate a limit on the number of excused absences permitted in a course.

Attendance requirements in each course are determined by the professor, and will be clearly stated in the course syllabus filed with the Academic Dean and distributed in class during the first week of the semester.

The student is personally responsible for all class work assigned in a course, even during his absence. In case of absence the student should inquire about the possibility of making up work missed. The student may be penalized for work missed, even though the reason for the absence is legitimate, if he fails to explain the reason for his absence and meet the requirements of the instructor in making up the work. If the explanation of the absence is acceptable to the instructor, the student will be permitted, to the extent possible, to make up work missed.

When absences not covered by educational leniency are not acceptable to the instructor, the student may be refused the privilege of making up the work, and may be assessed a consequent grade penalty. Those who do not expect to attend a class regularly should not enroll in the class. Those who find it impossible to attend class regularly should withdraw from the University before their record is marred by irregular attendance.

Protracted absence does not constitute a withdrawal, and will be treated as a failure in the course. For the procedure to be followed in changing or dropping a course, see the section on Registration in this chapter of the catalog.

Scholarship Requirements

Grading: A record of attendance and scholarship is kept for each student. A report of the student's class standing is given at the close of the semester.

The alphabetical system of grading, with \pm added at the discretion of the instructor, is used, i.e., A for superior; B for above average; C for average; D for below average, but passing; F for failure; H for audit; S for satisfactory work (credit toward graduation); U for unsatisfactory work (no credit toward graduation); X for deferred work; W for withdrawn before quality of work can be determined and I for incomplete. A student may be marked incomplete only in case of serious illness or other unavoidable causes of delay. All incompletes must be removed within one month after the grade period ends or the record will be marked "failure."

Honor Points: In order to graduate, the student must have earned twice as many honor or grade points as he has semester hours of work attempted. Honor points are based on quality of work performed, and are determined as follows: A = 4 points per credit hour, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = .70, F = 0.

The grades of H, S, U, X and W are neutral. A minimum grade point average of "C" (2.0) is required for graduation.

Policy on Repeating Courses:

1. In case a course is retaken subsequent to the student's receiving a course grade of F, only the last grade is counted in determining his cumulative grade point average.
2. With the consent of the Chairman of the department in which the course is offered, a student is permitted to retake once a course in which he has earned a grade of C-, D+, D, or D-, with the higher of the two grades to count in determining his cumulative grade point average.

These privileges apply only to courses repeated at Olivet.

Pass-Fail (S or U) is used for student teaching, field experiences and certain other courses. In these courses the alphabetical system of grading is never used.

In addition, an individual student who has declared his major by filing an Application for Junior Standing may also be permitted, upon his request, to enroll in one elective course per semester in the last four semesters on the basis of *pass-fail grading*. Specifically excluded from this provision are courses in the major field, minor field, required supporting courses, and courses offered to fulfill general education requirements. A passing grade means "C" quality or better.

The intention to take a course on the basis of *pass-fail grading* must be indicated at the Office of the Registrar on or before the final day to drop a course. If this request is approved, a student may change to the alphabetical system of grading only if he files a written request to do so at the Office of the Registrar prior to the final day to drop a course.

Auditing a course: To audit a course means to take it for neither grade nor credit. An audit, satisfactorily completed, is recorded as such on the transcript. No record is made if the audit is not satisfactorily completed.

Normally the only requirements in an audited course are attendance requirements, which are set by the instructor.

Audit should be indicated at the time of registration, or a course may be changed from credit to audit any time prior to the deadline for dropping a course. A course may be changed from audit to credit prior to this deadline only with the approval of the instructor, and payment of appropriate tuition adjustments.

A full-time student, paying the normal tuition fee, is not charged a tuition fee for an audited course, provided his total load, including the audited course, does not exceed 18 hours. If the total load exceeds 18 hours, a tuition fee of \$45 per hour is charged for the excess hours which are audited. Part-time students are charged a tuition fee of \$45 per hour for an audited course. Any additional fees (such as laboratory fee) in an audited course are charged to the student.

Arrangements to audit a course may be completed only if there is space available in the class.

Music: Auditors of applied music private lessons will receive one half-hour lesson per week. Audit lessons will be made up on the same basis as lessons being taken for credit. Audit students will be placed only after music majors, music minors and others who are registered for credit have been placed. All audit students will pay the normal additional applied music tuition for private lessons and class instruction as listed in the Catalog chapter on finances.

Satisfactory Scholastic Standing: Students who maintain a minimum grade point average according to the following schedule are considered to be in satisfactory scholastic standing and to be making progress toward a degree or certificate.

<i>Semester Hours Attempted</i>	<i>Minimum Cumulative Grade Point Average</i>
1-18	1.5
19-32	1.7
33-48	1.8
49-63	1.9
64 or more	2.0

Students who fall below the above minimum standards are not making satisfactory progress and will be placed on academic probation.

Only students in satisfactory scholastic standing may participate in ASG offices, class presidencies, intercollegiate athletics, drama, public relations groups, off-campus spiritual life groups, or tour off-campus with music ensembles. This policy does not apply to intramural activities.

If after one semester on probation the cumulative grade point average is not improved, or after two successive semesters on probation the grade point average does not meet minimum standards for satisfactory progress (as outlined above), or at any time it falls below a 1.0 average, a student may be academically suspended by the Vice President for Academic Affairs. In such a case the student has the right to appeal to the committee on Academic Standards for a review of such a decision.

Students on academic suspension are not eligible to apply for readmission until after the lapse of one regular semester. If readmitted, the student will be on academic probation and if a grade point average of 2.00 is not attained for courses taken during the semester following, the student may be academically suspended for the second time.

For transfer students, academic standing in the first semester of attendance at Olivet is based on the cumulative grade point average at the previous institutions. After one semester of attendance at ONU, the academic standing of transfer students will be based on the grade point average for all coursework accepted toward a degree and included on the Olivet transcript.

Eligibility: A student on probation is also ineligible. Ineligibility means that the student cannot participate in any public program or service away from the campus as a member of an ensemble group. Ineligibility excludes a student from participation in any varsity intercollegiate athletic contest.

In order to be eligible for intercollegiate athletic competition, students must adhere to the standards adopted by the National Association of Intercollegiate Athletics (NAIA), including, but not limited to, the following:

1. Be enrolled in at least 12 semester hours at the time of participation. (Repeat courses should be cleared with the Registrar.)
2. Accumulate at least 24 hours of credit in the two terms of attendance immediately preceding the semester of participation. (Repeat courses previously passed cannot count toward the 24 hour rule.)
3. A second-term freshman must have earned at least 9 hours of credit during the first semester.

In addition, student athletes must remain in satisfactory scholastic standing as defined in this chapter of the Catalog.

Satisfactory Progress Requirement for State or Federally Funded Financial Aid Programs: In order to maintain eligibility for financial aid, a student must meet the satisfactory progress requirement as stated in the following table.

<i>Hours Attempted</i>	<i>Minimum Cumulative Grade Point Average</i>
1-18	1.5
19-32	1.7
33-48	1.8
49-63	1.9
64 or more	2.0

In addition, financial aid eligibility is immediately terminated for students whose cumulative grade point average falls below 0.7 (D-).

Students who have attempted less than 64 hours of credit and whose cumulative grade point average falls below the minimum levels stated above must, in their next semester, either earn a 2.0 average while completing twelve or more semester hours (six hours for those receiving half-time benefits) or raise the cumulative GPA to the minimum level in order to maintain financial aid eligibility in subsequent semesters.

However, once a student has attempted 64 hours, a cumulative grade point average of 2.000 is necessary in order to maintain eligibility for financial aid.

A student may regain eligibility for financial aid only by raising the cumulative grade point average to the minimum requirements stated above.

To maintain satisfactory progress, a student must complete degree requirements within ten semesters of attendance in which the student enrolls as a full-time undergraduate student, or twenty semesters of attendance in which the student enrolls as a half-time undergraduate student.

If a student receiving financial aid withdraws during a semester in which he was below the minimum GPA level required to maintain financial aid, he is not considered to be making satisfactory progress, and thus becomes ineligible for aid in the subsequent semester.

In the event that extenuating circumstances are experienced, appeals for exceptions to the above requirements will be considered by the Financial Aid Committee.

The Learning Development Center

Students from all levels of achievement and experience can learn better ways of learning, and can learn additional information in various fields. These opportunities are given so every student can work to increase their potential.

The Learning Development Center attempts to help students through the Math Lab, English Lab, Supplemental Course Instruction, and Microcomputer Lab. The labs can help students through learning problems which may occur. The Math and English labs have both peer tutoring and faculty tutoring.

Many computer programs are available for general use. Some of the programs include word processing, practice programs in use of grammar, tutoring in algebra, and learning games in general chemistry.

Several introductory courses in various departments have **Supplemental Course Instruction (SCI)**. SCI involves an exemplary student conducting study sessions each week which anyone enrolled in the course may attend. The session leader helps fellow students with material from the course, and also demonstrates how to study.

The aim of people associated with the Learning Development Center is to give all students the chance for increased success in academics. The focus is to move the individual as far as possible into solving problems.

The purposes of the LDC are: A. To provide supplemental instruction in content areas. B. To provide the means for gaining study skills. C. To help students who are underprepared in English and/or Mathematics. D. To help students who need tutoring in specific courses in Mathematics and English. E. To provide instruction in basic skills such as fractions and sentence structure. F. To service a content area relevant to basic skills and problem solving. G. To provide a central facility for training in tutoring.

Privileges Open to Superior Students

Directed Study: A superior student is urged to make the most of his scholastic opportunities and to advance in accordance with his abilities. To give greater flexibility in the schedule and to provide for specialized studies, a student with a 3.0 grade point average and who has ranked in the upper quartile of his sophomore class according to the objective test in the field of his interest, may apply for directed study or for graduation with departmental honor.

Special Topics of Study in the sophomore, junior or senior year are open to superior students in most departments offering majors. In order to engage in study of "special topics" a student must apply to his instructor for permission to pursue a subject of particular interest not already treated extensively in a regular course. On written approval of the instructor and the Academic Dean the student may register for from one to six hours of credit. The name of the applicant together with the plan of the course to be pursued, must be recommended by the head of the department in which the work is to be done to the Academic Dean for approval not later than the second Friday after the opening of the semester. Credit for special topics will be indicated on the transcript by use of the department name and the number 499.

Graduation with Departmental Honors is granted to a senior who shows independent and creative work of high quality in his major field. The study may cover material of individual courses, cut across course lines, or include subject matter and procedures not offered in the usual courses of the department. When recommended by the head of the department in which the student wishes to do honors work, a plan of the work to be pursued shall be forwarded, with the recommendation, for the approval of the Committee on Academic Standards. To be eligible for consideration for honors work, a student should have a 3.4 grade point average in his major field. If his work is of high quality, he will be granted four hours of credit toward graduation. If he passes a comprehensive examination in his major field with special emphasis on his honors project, he will be graduated with departmental honors, this to be indicated on the commencement program. The student must apply to the head of the department by October 15 in the academic year of graduation. Honors course work will be indicated by the department name and the number 500.

Assistantships

A limited number of assistantships are available to high scholarship students of advanced standing. These assistantships are open to those who have spent two or more semesters at Olivet Nazarene University. They are awarded on the basis of scholarship, character, leadership ability, educational promise, and need.

Holders of these appointments will assist in reading papers, laboratory service, or other work required in the department to which they are assigned.

Assistantships are valued from \$500-\$800 for the year. All appointments are for one semester, and are conditioned on satisfactory service. Appointments are made by the Academic Dean on the recommendation of the Department Head and Division Head. Application should be made to the Academic Dean by March 1 preceding the school year in which the appointment is to become effective.

Honors

Dean's List: An average of 3.50 for the preceding semester is required for inclusion in The Dean's List.

Phi Delta Lambda: Olivet Nazarene University has a chapter of the National Nazarene Honor Society, Phi Delta Lambda, in which high ranking graduates are eligible to membership upon election by the faculty.

Departmental Honor Societies for Students and Alumni: Several academic departments have established chapters of national honor societies for honor graduates and related student organizations. These include: Education — Kappa Delta Pi; English — Sigma Tau Delta; History — Phi Alpha Theta; Home Economics — Kappa Omicron Phi; and Nursing — Sigma Theta Tau, Kappa Sigma Chapter.

Graduation Honors: Graduation with highest honors (*summa cum laude*) requires a grade point average of 3.85. Effective for 1996 graduates, 3.90 is required.

Graduation with high honors (*magna cum laude*) requires a grade point average of 3.6. Effective for 1996 graduates, 3.70 is required.

Graduation with honors (*cum laude*) requires a grade point average of 3.35. Effective for 1996 graduates, 3.50 is required.

In case a student has taken part of his college work at another institution or institutions, his grade point average will be calculated on the basis of the total work accepted toward the degree. The last 60 hours of work must be taken at Olivet if one is to qualify for honors, except in Adult Studies programs, in which case all required courses within the major must be completed at Olivet.

Commencement Marshals. Each year the two young men and the two young women in the junior class having the highest cumulative grade point averages are designated as Commencement Marshals and lead the commencement procession.

Senior Awards: Each year one man and one woman from among the graduating seniors are selected by majority vote of the faculty to receive the Senior Awards. The selection is based on campus citizenship, scholarship, leadership and general achievement of the student in college activities. Letters certifying the award are presented to the students selected on Commencement Day. The woman graduate receives the Maggie Sloan Award, named for Olivet's first graduate. The man graduate receives the Robert Milner Award, named for a Nazarene minister.

General Requirements for Graduation

Student Responsibility: Every candidate for a degree is personally responsible for meeting all requirements for graduation. The University, through its counselors and the credit summaries provided for the University by the Registrar, will assist the student in every way possible in avoiding difficulties.

Prospective teachers are also personally responsible for meeting the certification requirements of the state in which they expect to teach. Information about certification laws may be obtained from the Department of Education or from the Registrar.

Candidates for degrees are required to file their intention to graduate on forms provided by the Registrar's office at least 6 months prior to the expected date of graduation.

Candidates for graduation are expected to meet the requirements for graduation of the catalog in force at the time of that graduation. In cases of hardship caused by curricular changes during a student's successive years of enrollment at Olivet, an appeal may be made to the Academic Standards Committee.

Residence Requirements: A candidate for a bachelor's degree must take, either the last year (30 semester hours) at Olivet Nazarene University, or, he must take 15 of the last 30 semester hours in residence and offer no less than 45 semester hours of residence credit from Olivet Nazarene University. Included in the hours offered to satisfy the residence requirement must be at least one-half of the major and/or sufficient hours to complete a major satisfactory to the chairman of the major department and the Registrar.

The residence requirement for the associate degree is either (a) the last 15 hours at Olivet, or (b) a total of 22 hours in residence at Olivet with at least 8 of the last 15 hours in residence at Olivet.

Transfer Credit Limitations: Any course with a grade of F will not be accepted as transfer credit, but will be calculated in the grade average for considering admission, initial financial aid and initial athletic eligibility. A maximum of 68 hours will be accepted from two-year colleges as transfer credit at Olivet.

Second Bachelor's Degree: Some students desire to take a second bachelor's degree. It is often possible to complete the requirement for the second degree in one additional year. To receive a second degree, the student must complete at least 36 hours of work in addition to the 128 hours required for the first degree and must meet all of the requirements set forth in the curriculum for the second degree including general education requirements. In no case will more than one degree be conferred upon a candidate at any one commencement. At least 30 hours of these must be taken in residence at Olivet.

Correspondence Courses: Credit for correspondence courses taken at fully accredited colleges may be allowed to count toward degree requirements at Olivet Nazarene University only when prior approval is granted by the Registrar. A maximum of 15 hours of correspondence work may be applied at Olivet.

Cross-Listed Courses: In cases where students take cross-listed courses, up to two courses or seven hours may be applied to the requirements of two majors, a major and a minor, or two minors. However, in teacher education programs, courses may apply only in one major or minor.

Proficiency Examinations

Students may be permitted to establish credit for courses listed in this catalog by departmental proficiency examination. The grade in proficiency examinations is “credit” or “failure,” but no student is given “credit” unless he had made at least “C” in the examination. No official record is made of failures in these examinations.

Proficiency examinations are given under the following restrictions: (1) They may be taken only by persons who are in residence, or who are candidates for degrees at Olivet; (2) They may not be taken by students who have received credit for more than one semester of work in the subject in advance of the course in which the examination is requested; (3) They may not be taken to raise grades or to establish credit in a course in which the student has received a failing grade. (4) The privilege of establishing credit by this method is not to be used to accelerate one’s program, but to make possible the recognition of work already done, or an achievement already attained for which no academic credit has been established; (5) Not more than 10 semester hours credit can be earned by departmental proficiency examinations for any degree; (6) Applications for the examination must be approved in advance by the Academic Dean; (7) All such examinations shall be conducted by a committee of three, which shall be appointed by the Academic Dean. The signatures of all three examiners are required. Academic credit for such work will not be granted until the student has completed successfully at least one semester of work at Olivet Nazarene University. See also Waivers and Advanced Placement, Chapter 4.

Summer School

Olivet offers several summer sessions, each offering full college credit, operating on an accelerated schedule of classes. In a three-week session, three semester hours can be earned. In a six-week session, six semester credit hours can be earned. Dates of the summer sessions are listed in the University Calendar. All new students apply through the Director of Admissions by the deadline indicated. Registration for Summer School may be completed prior to or immediately following the first meeting of the class.

Transcripts

Students wishing to transfer to another institution, or who otherwise desire a transcript of their college work, must present a written request to the Registrar, giving notice of at least one week. Near the beginning or end of a semester the period required to process a transcript request may be somewhat longer.

Transcripts are generally furnished each student without charge. However, any funds received by the registrar with transcript requests will be donated to the Olivet Alumni Scholarship Fund. A service charge of \$5.00 will be made if the transcript is to be issued on the same day as the request. A transcript will not be issued to or for a student who is indebted to the University.



Computer graphics are part of the new art studio programs in the Larsen Fine Arts Center.

Chapter 7

Courses of Instruction

Olivet designs and offers academic programs that support its general objectives, and that appear to meet important needs of its students and constituency. The following listing of programs of instruction include some developed recently as well as traditional programs of the University.

Course and Department Numbering System

The number of the course designates the level or classification a student must have to take the course. Some courses have prerequisites which must be completed before enrolling in those courses.

- 000 — Not available for degree credit
- 100 — Introductory or basic Freshman level courses
- 200 — Sophomores and qualified Freshmen
- 300 — Juniors and qualified Sophomores
- 400 — Seniors and qualified Juniors
- 500 — Graduates, qualified Seniors
- 600 — Graduates only
- 800 — Graduate independent study courses

The courses of study in the University are grouped in seven divisions which are listed alphabetically. Departments and areas of study are also listed alphabetically within each division, both below and at the page beginning each division.

A chart of majors, concentrations within majors, and minors appears in Chapter 2. In the succeeding pages, the faculty of each department are listed. They are also listed alphabetically in the index at the back of the catalog.

The Divisions, Departments and Disciplines offered are:

General Studies (GS) Page 74

- Christian College Coalition Programs (CCC) 74
- General Studies (GNST) 74
- Military Science (ROTC) 75

Communication Division (CO) Page 77

- English Department (ENGL) 78
- Literature (LIT) 80
- Modern Language Dept. (MLAN) 83
- French (FREN) 84
- Spanish (SPAN) 84
- Speech Communication Dept. (SPCH) 86

Education Division (ED) Page 91

- Education Department (EDUC) 92
- Library Science (LSCI) 102
- Physical Education Department (PHED) 103

Fine Arts Division (FA) Page 108

- Fine Arts (FINA) 109
- Art Department (ART) 109
- Music Department (MUSI) 114
- Applied Music (MUAP) 122
- Church Music (MUCH) 122
- Music Education (MUED) 123
- Music Literature (MULT) 124
- Music Theory (MUTH) 125

Natural Sciences Division (NS)

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- Natural Science (NSCI) 131
- Biology Department (BIOL) 132
- Chemistry Department (CHEM) 136
- Computer Science Dept. (CSIS) 138
- Engineering Department (ENGN) 141
- Physics (PHYS) 144
- Geology Department (GEOL) 145
- Mathematics Department (MATH) 148

Nursing Division (NU) Page 152

- Nursing Department (NURS) 153

Religion Division (RE) Page 158

- Biblical Literature Dept. (BLIT) 160
- Christian Education Dept. (CHED) 162
- Theology Department (THEO) 164
- Philosophy (PHIL) 166

Social Science Division (SS) Page 168

- Social Science (SSCI) 169
- Accounting Department (ACCT) 171
- Business Department (BSNS) 173
- Economics (ECON) 176
- History Department (HIST) 178
- Political Science (PSCI) 182
- Home Economics Dept. (HMEC) 183
- Child Development (CDEV) 189
- Psychology Department (PSYC) 190
- Sociology Department (SOCY) 194

School of Graduate and

Adult Studies Page 199

- Religion 200
- Education, Teaching 201, 203
- Business Administration 204
- Church Management 205
- Pastoral Counseling 205
- Practical Ministries 206
- Psychology 207
- Adult Degree Completion
- Management 208
- Nursing 209
- Practical Ministries 210

Christian College Coalition Programs (CCC)

Olivet Nazarene University is a member of the Christian College Coalition which is comprised of more than eighty Christ-centered, fully accredited four year liberal arts colleges, each committed to academic excellence and to the integration of the Christian faith with learning and living. All CCC study programs are open to Olivet students who qualify. Each of the programs are administered by appropriate departments of the University, and coordinated through the CCC offices in Washington D.C.

CCC semester programs are designed for junior and seniors who demonstrate competence in the classroom and Christian commitment in lifestyle. Plans for these semesters off-campus should be begun during the freshman and sophomore years. Students register for these programs through the normal registration process, and credit is assigned by the Registrar according to the specific material covered in each program.

Programs available to Olivet students include the American Studies Program, the Latin American Studies Program, the Russian Studies Program, the Middle East Studies Program, the Los Angeles Film Study Center, the Oxford Studies Program, and the International Business Institute. Additional information is provided in the catalog in the sections describing the English Department, the Speech Communication Department, the Business Department, and the Department of History and Political Science.

General Studies (GNST)

The following courses are offered without reference to any department:

GNST 100 — Introduction to College Studies. 1 hour. A credit course required for freshman designed to facilitate successful adjustment to college. The summer orientation program and weekly discussion sessions in the fall with one's academic advisers make up the two major parts of this course. Required of all freshman. Pass/Fail grading.

GNST 101 — Essentials of Learning. 2 hours. A course of basic instructional guidance designed for students who do not meet regular admissions criteria. Students in this course form a support group while acquiring study skills and traits of good students like self-motivation and time management. Academic counseling is provided to assist the student in progressing toward success in college.

GNST 300 — Academic Advising Assistantship. 1 hour. A credit course for upper division students selected by the Academic Dean to assist as an adviser in the freshmen advising program. Responsibilities consist of participation in an in-service workshop, one summer freshman orientation, and assistance in weekly freshman advising sessions. Pass/Fail grading.

Military Science (ROTC)

The purpose of the Army Reserve Officer's Training Corps is to enable college students to pursue a course of study which will qualify them, upon graduation, for appointment as officers in the United States Army, Army Reserve, and Army National Guard.

The program is a cooperative effort mutually agreed to by Olivet Nazarene University, Wheaton College and the Army as a means of providing junior officers leadership in the interest of national security. The leadership training provided in the ROTC program of instruction is designed to develop the leadership traits so essential to achieving a high degree of success in civilian pursuits as well as military.

The Military Science curriculum generally consists of two 2-year courses. The Basic Course requires a total of six semester hours. Students who are unable to complete the on-campus basic course may attend a six-week summer camp (in lieu thereof) between their sophomore and junior years. The Advanced Course requires four complete semester courses plus a six-week advanced training camp during the summer following the junior year.

Students who have served honorably on active duty in the Armed Forces or who are in the Army Reserves or Army National Guard, or have completed Army Basic Training and with permission of the Professor of Military Science may receive advanced placement and enter directly into the Advanced Course and complete the Military Science program in two years.

Students who are citizens of foreign countries may not enroll in the Military Science program without special permission of the Professor of Military Science.

If selected for enrollment in the Advanced Course, the student signs a contract with the United States Government in which he/she agrees to complete the course of instruction, attend the advanced camp, and accept a commission in the reserve or active components of the U.S. Army for a period specified by the Secretary of the Army. While enrolled, Advance Course students are paid \$100 per month for up to ten months per academic year. They receive pay equal to that of a military academy cadet while attending the Advance Camp.

ROTC scholarships which provide tuition up to \$8,000 or 80%, whichever is higher, are available for qualified students. The scholarships also provide an established amount for laboratory fees, on-campus educational fees, and an annual allowance to purchase books.

Courses

Basic Courses

ROTC 121 — The Army Today. 2 hours. An introduction course on the U.S. Army; customs and traditions of the Army; orientation on Army life and opportunities. Christian perspectives on military service; descriptions of the Army ROTC program; fundamentals of soldiering; individual tactical training; discussion covering a wide variety of military topics including nuclear strategies, armies of the world, U.S. military involvement in foreign countries, and the ethics of Christian service. Emphasis on “hands-on” learning includes a weekly leadership laboratory, one weekend field trip, and physical training. May be taken either semester.

ROTC 122 — Orienteering, Mountaineering, and Marksmanship. 2 hours. Basic fundamentals in map reading and land navigation. Introduction to principles and techniques of orienteering and mountaineering, with practical exercises in mountain climbing, rappelling and orienteering. Introduction to rifle marksmanship, including live fire of .22 caliber rifle, M16A1 rifle, and competition air rifle. Familiarization with other individual and crew-served weapons to include nomenclature, characteristics, and principles of operation and maintenance. Includes one weekend field trip, a

weekly leadership laboratory, and physical training. Prerequisite: ROTC 121 or concurrently with ROTC 121.

ROTC 221 — Leadership and Tactics at Squad Level. 2 hours. Fundamentals and principles of squad tactics and leadership. Appreciation of the junior leader's qualities, role, and responsibilities. Advanced map reading and land navigation to include practical exercises, first aid, hygiene, and life saving measures. Includes one weekend field trip, a weekly leadership laboratory, and physical training. Prerequisite: ROTC 121.

ROTC 222 — Organizational Leadership. 2 hours. Study and application of the principles and techniques of leadership and management at small unit or organizational levels. Problems analysis, decision making, human behavior, and motivating performance are emphasized. Management problems in simulated environment will be discussed. Includes one weekend field trip, a weekly leadership laboratory and physical training. Prerequisite: ROTC 221

ROTC 225 — Army ROTC Basic Camp (Camp Challenge). 4 hours. An alternative to the Basic Course above. A six-week summer training course conducted at Fort Knox, Kentucky, designed to teach fundamentals of soldiering and leadership. Instruction includes Role and Mission of the Army, Land Navigation, Rifle Marksmanship, First Aid, Individual and Unit Tactics, and practical development of basic leadership techniques. Transportation and military pay (approximately \$600) is provided. Prerequisite: Sophomore standing.

Advanced Courses

ROTC 331 — Military History and Briefing. 4 hours. The principles of warfare and military leadership focusing on threads of continuity throughout the history of warfare; case studies include battles from ancient to modern times with emphasis on American military history; preparation and presentation of formal military briefings; Include two weekend field trips, physical training, and a weekly leadership laboratory. Prerequisite: ROTC 222 or 225.

ROTC 332 — Military Training and Tactics. 4 hours. Review of map reading and land navigation. A practical study of leadership skills at the platoon level, to include decision-making using the Ethical Decision-Making Model. Principles of small unit tactics at squad, platoon, and company level. Introduction to staff and its functions. Basic communication procedures with radio and field telephones. Includes two weekend field trips, physical training, and a weekly leadership laboratory. Prerequisite: ROTC 331.

ROTC 335 — Advanced Camp. 4 hours. A six-week advanced training laboratory for leadership development. Conducted in summer at Fort Lewis, Washington, or similar site. Transportation and military pay (approximately \$600) is provided. Attendance is required for Advanced Course students. Prerequisite: ROTC 332.

ROTC 441 — Introduction to Army Administration and Military Justice. 4 hours. Upon completion of the course, the student will be familiar with the basic fundamentals of the Army administrative system, publications, forms, preparation and review of correspondence, the history of the military judicial system, the principles of military justice, the law of war, the role of the NCO, and support activities of a military installation. The student will evaluate summer training experiences in light of ethical and spiritual values. Includes a weekly leadership laboratory, physical training, and two weekend field trips. Prerequisite ROTC 332.

ROTC 442 — The Army Officer in American Society. 4 hours. The course analyzes the organization, image and ethical code of the officer corps as a profession; discussion of current ethical, societal, and procedural issues within and/or affecting the Army; advanced leadership and management case studies, and overview of the Army logistics system. Includes a weekly leadership laboratory, physical training, and two weekend field trips. Prerequisite: ROTC 441.



R.O.T.C. cadets participate in field training exercises throughout the year.



Classroom experience includes everything from basic leadership training to land navigation. Here cadets use an electronic device to learn the fundamentals of marksmanship before going to the range.



Advanced students in broadcasting work on the air at Olivet's 35,000 watt FM radio station. The station, WONU, broadcasts Christian music 24-hours a day in the Chicagoland area.

Division of Communication

English Language — ENGL

Modern Languages — MLAN

Speech Communication — SPCH

Judith Whitis, Division Head

The Division includes the Departments of English, Modern Languages and Literature, and Speech Communication.

The primary purpose of this division is to provide students with the opportunity to explore a variety of means in which humans attempt to inform and influence others in society. This entails an examination of the communications process as it occurs in both the oral and print media in a variety of cultures, both past and present.

Of particular importance is the training provided for the purpose of improving the student's written and spoken use of the English language. In a rapidly shrinking world, it is also essential that a student be familiar with the written and spoken language of at least one other culture.

English Department — ENGL Literature — LIT

Faculty

JUDITH A. WHITIS (1986)

*Associate Professor of English; Chair,
Department of English; Head, Division of
Communication*

B.A., 1967, Olivet Nazarene University

M.A.E., 1987, Olivet Nazarene University

Ph.D., 1991, University of Illinois

RUTH M. COOK (1991)

Assistant Professor of English

B.A., 1968, Trevecca Nazarene College

M.A., 1986, Eastern Illinois University

University of South Carolina

WILLIAM FOOTE (1968)

Associate Professor of English

B.A., 1949, Olivet Nazarene University

M.A., 1968, University of Illinois

B.D., 1952, Nazarene Theological Seminary

SUE KRUSE (1990)

Assistant Professor of English,

Director of the Learning Development Center

B.A., 1970, Olivet Nazarene University

M.A., 1976, Pacific Lutheran University

University of Illinois

SHIRLEE A. MCGUIRE (1979)

Associate Professor of English

B.S., 1964, Bob Jones University

M.A., 1970, Syracuse University

M.A., 1976, College of William and Mary

Ph.D., 1982, West Virginia University

GARY W. STREIT (1973)

*Professor of English; Vice President for
Academic Affairs and Dean of the University*

B.A., 1967, Trevecca Nazarene College

M.S., 1973, University of Tennessee

Ph.D., 1982, University of Illinois

SUE E. WILLIAMS (1987)

Assistant Professor of English

B.A., 1969, Olivet Nazarene University

M.A.E., 1987, Olivet Nazarene University

University of Illinois

JO WILLIAMSON (1991)

Assistant Professor of English

B.A., 1987, Olivet Nazarene University

M.A., 1991, University of Kansas

University of Illinois

The Department of English of Olivet Nazarene University contributes to the University's commitment to combine liberal arts with professional preparation by seeking to acquaint students with literary works of excellence in a variety of genres and to cultivate their appreciation of these works; to familiarize them with the concepts of language and its historical development; to enable them to convey written and oral messages effectively to diverse audiences; and through these activities to develop their critical and analytical skills in order to seek and communicate God's truth.

The major in English provides students with a strong liberal arts preparation for a variety of careers including education, business, and the media. In addition to preparing teachers for the middle and secondary levels, the English major is also appropriate for pre-seminary and pre-law students.

The English Department helps to staff the Learning Development Center in the Benner Library. Students may seek support for English course instruction.

English Major: 32 hours. B.A.

Required:

ENGL 202 — Creative Writing
or 241 — Intro. to Journalism
300 — History of the English Language
305 — Intro. to Linguistics
306 — Advanced Writing
LIT 313 — Major Authors
329 — Period Studies in Literature
or 414 — Special Topics
ENGL 477 — Senior Seminar

And select 4 of the following courses:

LIT 223 — British Lit. to 1800
224 — British Lit. since 1800
253 — American Lit. to 1865
309 — World Literature
354 — American Lit. since 1865

Required supporting courses:

SPCH 101 — Fundamentals of Speech
PHIL 101 — Intro. to Philosophy
or 351 — Ancient & Medieval Philosophy
or ART 371 — History of Western Art I
HIST 111 — Western Civilization I
or 131 — American Civilization I

- or 132 — American Civilization II
- or 331 — Renaissance and Reformation
- or 351 — Modern England

English Teaching Major: 35 hours. B.A.**Required:**

- ENGL 120 — Intro. to Theatre
 - 202 — Creative Writing
 - or 241 — Intro. to Journalism
- 300 — History of English Language
- 305 — Intro. to Linguistics
- 306 — Advanced Writing
- LIT 313 — Major Authors
 - 329 — Period Studies in Literature
 - or 414 — Special Topics
- ENGL 477 — Senior Seminar

And select 4 of the following courses:

- LIT 223 — British Lit. to 1800
- 224 — British Lit. since 1800
- 253 — American Lit. to 1865
- 309 — World Literature
- 354 — American Lit. since 1865

The Professional Education Sequence including ENGL 476.

Required supporting courses:

- SPCH 101 — Fundamentals of Speech
- HIST 131 — American Civilization I
- EDUC 348 — Teaching of Reading in Content Areas
- LSCI 368 — Books for Young People

English Minor: 18 hours**Required:**

- ENGL 102/103 — English Composition I, II
 - 306 — Advanced Writing
- LIT 223 or 224 — British Literature
- LIT 253 or 354 — American Literature

Three hours of English elective

English Teaching Minor: 24 hours**Required:**

- ENGL 103, 104 — English Composition I, II
- ENGL 120 — Intro. to Theatre
- LIT 223 or 224 — British Literature
 - 313 — Major Authors
 - 253 — American Literature to 1865
 - or 354 — American Lit. since 1865
- ENGL 305 — Intro. to Linguistics
 - 306 — Advanced Writing

Journalism Teaching Minor: 25 hours**Required:**

- ENGL 103, 104 — English Composition I, II
 - 241 — Intro. to Journalism
 - 245 — Editing and Production
 - 346 — Magazine and Feature Writing

And 10 additional hours of English. These 10 hours may NOT also count toward an English Teaching major.

Typical Courses for a Student Majoring in English**Freshman Year**

- English Composition
- Fundamentals of Speech
- Bible I
- Introduction to Fine Arts
- Laboratory Science
- Physical Education

Sophomore Year

- British Literature to 1800
- American Literature to 1865
- Christian Doctrine
- American Civilization I
- Modern Language

English Courses

ENGL 095 — Basic Writing Skills. 4 hours. Helps to diagnose and remediate deficiencies in grammar, usage, sentence structure, and writing. Introduces students to the writing process, promotes writing based on readings, and encourages writing confidence. Placement in this course is determined by the ACT English score. Students must pass an exit exam to pass this course. For students placed in this course, it is prerequisite to ENGL 102. This course does not count in the grade point average calculation or toward the 128 hour graduation requirement. 3 classroom periods, 2 writing center periods.

ENGL 102 — English Composition I. 4 hours.

Practice in writing to develop clear, well-organized prose. Emphasizes the writing process. Passing this course with a C- or above permits the student to enroll in ENGL 104. Prerequisite: ACT English score of at least 14 or ENGL 095. 3 classroom periods, 2 writing center periods.

ENGL 103 — English Composition I. 3 hours. Practice in writing to develop clear, well-organized prose. Emphasizes the writing process. A writing center is provided for students who need additional help. Passing this course with a C- or above permits the student to enroll in ENGL 104. Prerequisite: ACT English score of 18 or above.

ENGL 104 — English Composition II. 3 hours. Further development of clear, logical prose through argumentation, analytical writing based on a work of literature, and scholarly research. Passing ENGL 102 or 103 with a C- or above is prerequisite to this course.

ENGL 120 — Introduction to Theatre. 3 hours. Same as SPCH 120.

ENGL 202 — Creative Writing. 3 hours. Emphasis on the writing of fiction and poetry. Students experiment with personal experience writing and with various techniques in writing fiction and poetry, particularly open form poetry. Students are required to submit writing to the university literary magazine for possible publication. Extensive writing experience is not a prerequisite.

ENGL 241 — Introduction to Journalism. 3 hours. An introduction to the journalistic writing style. Emphasis is on learning what is news, how to gather news, and how to write news stories. Students are encouraged to publish in the local press, especially the student newspaper.

ENGL 242 — College Publications Practicum. 1 hour. The emphasis is on the development of skills in newswriting, editing, layout and design for the student newspaper or yearbook. Practicum may be repeated for up to 6 hours. Each practicum hour will require approximately 4 working hours per week for a semester. The student's training will be under the direct supervision of the journalism instructor and the executive editors of the publications.

ENGL 245 — Editing and Production. 3 hours. Techniques of editing, layout, and print piece production are studied. How to write editorials, and the role of the editor are also featured. Prior knowledge of journalism style and news story format is helpful.

ENGL 300 — History of the English Language. 3 hours. Developmental study of the English alphabet, phonology, morphology, syntax, grammar, and vocabulary from Old English times to the present. Includes major external influences as well as internal changes. Some attention to dialects. Introduction to Linguistics is strongly recommended as a prerequisite.

ENGL 305 — Introduction to Linguistics. 3 hours. Descriptive analysis of phonology, morphology, and syntax. Study of traditional, structural, and transformational grammars. Some attention is given to dialectology. Emphasis on American English.

ENGL 306 — Advanced Writing. 3 hours. Theory and practice of rhetorical modes and technical writing directed toward a disciplined personal style that reflects awareness of language, logic, organization, and usage. Students will also complete specific writing assignments in their majors.

ENGL 346 — Magazine and Feature Article Writing. 3 hours. A study of various magazine formats and non-fiction article types will precede intensive feature article writing assignments. Students will be encouraged to submit articles to various markets.

ENGL 476 — Teaching English in Middle and Secondary Schools. 3 hours. Review of research in teaching English/Language Arts in middle and secondary schools. Observation of classroom teachers and demonstration teaching of literature, language, and writing. Unit planning, evaluation, classroom management, and professional issues are discussed. Students must join NCTE. Includes a 45-hour practicum in a middle or secondary school setting.

ENGL 477 — Senior Seminar. 2 hours. Designed to integrate previous studies in English, the course stresses refinement of the student's analytical abilities by providing for individual projects and selected topics relevant to literary criticism. Other considerations include preparation for graduate entrance examinations (GRE, NTE, MAT), graduate study, and career options.

ENGL 487 — Journalism Internship. 1-6 hours. A work experience for seniors at a newspaper or media-related company. Emphasis is on writing, editing, researching or doing production projects. On-the-job and faculty supervisors evaluate the student. A daily log and practicum report are required. Pass/Fail grading.

Literature Courses in English

LIT 200 — Introduction to Literature. 3 hours An introduction to poetry, fiction, and drama. Selections will include British, American, and international works. Through examination of selected major works, students will learn to understand and appreciate the complex interplay between individual talent, artistic tradition, and historical context. Prerequisite: ENGL 104.

LIT 223 — British Literature to 1800. 3 hours. A survey of representative authors, works, and literary forms of the Medieval, Renaissance, and Neo-Classical eras in British literature. Approaches are historical and analytical. Prerequisite: ENGL 104.

LIT 224 — British Literature since 1800. 3 hours. A survey of representative authors, works and literary forms of the Romantic, Victorian, and Modern eras in British literature. Approaches are historical and analytical. Prerequisite: ENGL 104.

LIT 253 — American Literature to 1865. 3 hours. A survey of representative works of Colonial, Federalist, and Romantic periods. Approaches are historical and analytical. Prerequisite: ENGL 104.

LIT 308 — Literature of Non-Western and Third World Cultures. 3 hours. A study through literature of social, religious, political, and cultural development in Non-Western and Third World nations such as literature from Africa, India, Central America, South America. May be repeated for credit, but the country or culture area must be different.

LIT 309 — World Literature. 3 hours. A comparative and historical survey of representative writers of Western Civilization. Attention is given to the emergence and development of major themes and literary forms. Prerequisite: ENGL 104.

LIT 312 — Folklore and Myth. 3 hours. A comparative study of international folklore with emphasis on the cultural functions of the folktale, legend, and myth.

LIT 313 — Major Authors. 3 hours. An intensive study of the works of one author with attention to the chronological development of style, main themes, and relationship to literary tradition. May be repeated for credit. Author studied must be different. Shakespeare offered in alternate years.

LIT 329 — Period Studies in Literature. 3 hours. A study of an English, American, or Continental literacy period such as the European Romanticism, English Renaissance, Victorian Era, Colonial America, or contemporary England and America. May be repeated for credit. Period must be different.

LIT 354 — American Literature since 1865. 3 hours. A survey of representative works with emphasis on the rise of Realism and Naturalism in fiction, the beginnings of Modernism in poetry and fiction between the wars. Approaches are historical and analytical. Prerequisite: ENGL 104

LIT 414 — Special Topics in Literature. 3 hours. A study of a selected genre or literary topic not ordinarily covered in other courses. Content will vary from semester to semester, and may include such topics as The Novel, Black-American Writers, Women Writers, Jewish Literature, Oriental Literature, and Recent Southern Fiction. May be repeated for credit. Topic must be different.

Oxford Studies Program

The Christian College Coalition Oxford Studies Program is a summer program offered by the Christian College Coalition. This is a six-week period of study at Oxford University in Renaissance and Reformation History and Culture. The courses are taught by Oxford professors, and credit applies either in literature or history. Contact the Chair of the English Department for further information.

English as a Second Language

All international students whose native language is not English will be required to take an on-site standardized test of English proficiency prior to enrolling in classes in the University. In addition to the standardized test, each student will provide a writing sample, which will be evaluated by a committee of readers.

Students will be placed in ESL courses or standard collegiate English composition courses on the basis of their test scores, a writing sample, and an oral interview with the ESL instructor. A test score of 80 percent on the on-site standardized test for English proficiency, successful completion of the writing sample, and recommendation of the instructor after a satisfactory oral interview are the minimum needed to enroll in the collegiate courses.

Students who score below 80 percent on the on-site standardized test will be placed in the appropriate ESL course(s). The ESL program is divided into three levels: (1) an elementary level for students who score in the 0 - 29 percent range; (2) an intermediate level for students who scored 30 - 59 percent; and (3) an advanced level for students who scored 60 - 79 percent.

The ESL students will begin their work on the appropriate levels and move through these levels sequentially until they have completed the advanced level of achieving a score of 80 percent on an on-site standardized examination, and by satisfactorily completing a writing sample and oral interview with the instructor.

Students must enroll in the ESL course each semester until they have achieved a score

of 80 percent or higher. A maximum of three hours of collegiate credit may be earned in the ESL program, no matter how many semesters a student enrolls in the course before proficiency of 80 percent is established. This credit will not apply to the University's General Education Requirement in English Composition.

The ESL program is semi-intensive with a reduced load of other University classes. The student's course load will be determined by an advising committee that will meet in the fall. The ESL program will provide training in the four language skills: listening, speaking, writing, and reading.

Courses will meet according to a schedule devised by the instructor, and students will be placed into appropriate courses as a result of performance on the standardized placement test, writing sample, and oral interview with the instructor. Students may be enrolled in from 2 to 10 hours of ESL course work per week.

All students enrolled in ESL courses will be assessed a per-semester fee to cover instruction, materials, and laboratory expenses.

ESL courses cannot be taken on an audit basis.

Upon successful performance on a standardized test of English proficiency and writing sample (80 percent or above), the ESL student will enroll in ENGL 102 — Freshman Composition I.

ESL Courses

ESL 001 — Speaking. 2 hours. Helps students increase their ability to express themselves in socially as well as grammatically acceptable ways.

ESL 002 — Reading. 2 hours. Helps to build students' comprehension of essential vocabulary and structure as a basis for future language studies. Basic reading strategies that will help students in the reading process are reviewed and practiced.

ESL 003 — Composition. 3 hours. Leads students from the beginning stages of generating ideas to the final stages of revising, editing, and polishing their writing. Focuses on the principal skills of selecting relevant information, organizing it effectively, and expressing it in accurate language. Students write paragraphs and essays.

ESL 004 — Listening. 2 hours. Provides students with listening practice that will help them improve their ability to understand the spoken word.

Modern Languages and Literature Department — MLAN

Faculty

VICKI TRYLONG (1976)

*Professor of Modern Languages; Chair,
Department of Modern Languages and
Literature*

B.A., 1970, Olivet Nazarene University

M.A.T., 1980, Purdue University

Ph.D., 1987, Purdue University

KRISTIN KING (1991)

Assistant Professor of Spanish

B.A., 1985, Olivet Nazarene University

M.A., 1993, Loyola University, Chicago

The programs leading to the Bachelor of Arts degree with a major in Romance Languages are designed to develop in the student an ability to comprehend, speak, read, and write the language. Many students combine a language major with a related major or minor for careers in communications, business, social welfare, etc. Other students study languages in preparation for teaching modern languages at the secondary level.

Students with one year or less of foreign language credit on the junior high or senior high levels will meet the foreign language requirements of the B.A. degree by successfully completing Elementary I and II in the language of their choice.

Courses numbered 101 and 111 may not be taken for credit by students with two years or more of high school credit in that language. If students feel deficient, they may audit these courses. Upon completion of the Elementary II course with a minimum grade of C- they may petition for four hours of Elementary I in the same language.

A student with three or more years of high school credit in a language who desires to complete a major or minor in that language may petition for 8 hours of credit for Elementary I and II upon completion of 10 hours of upper division courses of the same language with a minimum grade of C-.

The department frequently offers foreign travel seminars to French-speaking and Spanish-speaking countries.

All Romance Language majors will be required to participate for credit in a Foreign Travel Seminar offered by the Modern Language Department in a region where their primary language is spoken. If students wish to substitute foreign travel experiences sponsored by other organizations (e.g. Compassionate Ministries, Youth in Mission), the program must be approved in advance by the faculty of the Modern Language Department.

Romance Languages Major (French and Spanish): 37 Hours. B.A.

Required:

24 hours of upper division courses (including Foreign travel and Phonetics) in language of primary interest, and 13 hours of upper division courses in the second language (Grammar Review, Culture and Civilization, and the Advanced Communication Course).

Must be supported by 9 hours from:

ENGL 305 — Linguistics

LIT 309 — World Literature

HIST 111 or 112 — Western Civilization

366 — Latin American History

PSCI 349 — Third World Development

SPCH 101 — Fundamentals of Speech

349 — Intercultural Communication

Romance Languages Teaching Major: B.A.

Same as the major above plus the Professional Education Sequence including MLAN 469 — Teaching of Modern Languages. The aural and oral abilities of teaching majors and minors will be evaluated at all levels

Teaching Minor (French, Spanish): 21 Hours in one language

Required:

Elementary I and II, Grammar Review, Culture and Civilization, and the Advanced Communication Course.

Minor (French, Spanish): 18 hours

Required:

Elementary I and II, Grammar Review, and Culture and Civilization courses.

Typical Courses for a Student Majoring in Romance Languages

Freshman Year

Language of Your Choice
Freshman Composition
Fundamentals of Speech
Bible I
Physical Education
Natural Science

Sophomore Year

Continued Language Courses
Christian Doctrine
Introduction to Psychology
Introduction to Fine Arts
Literature
History

General Courses

MLAN 469 — The Teaching of Modern Languages. 3 hours. A methods course dealing with language learning and teaching applied to French and Spanish. Required of majors who plan to teach. Prerequisite: EDUC 351 and Grammar Review, Culture and Civilization courses in the language sequence. Includes a 45-hour practicum in a secondary school setting.

French — FREN

FREN 101 — Elementary French I. 4 hours. A comprehensive elementary course which includes grammar, pronunciation, oral practice, written composition, and culture.

FREN 102 — Elementary French II. 4 hours. A continuation of FREN 101 with additional emphasis on reading. Prerequisite: FREN 101 or 2 years high school French.

FREN 301 — Grammar Review. 5 hours. Grammar review, aural comprehension, conversation, reading. Prerequisite: FREN 102 or 3-4 years of high school French.

FREN 302 — French Culture and Civilization. 5 hours. A survey of French life and French institutions. Intended as a background for literary studies and as a preparation for teaching French. Prerequisite: FREN 301.

FREN 342 — Advanced Communication in French. 3 hours. This course is designed to provide more extensive practice in communicating in French. The course provides opportunities to improve speaking, listening, reading, and writing skills. Prerequisite: French 301. May be repeated one time for credit.

FREN 353 — French Literature. 3 hours. French literature from La Chanson de Roland through the Renaissance. This is a survey course including a study of the history of the literature and the reading of selected works. Prerequisite: French 302.

FREN 354 — French Literature. 3 hours. A course concentrating on Classical theatre, the *Philosophes*, and Romantic poetry. This class will follow the same format as FREN 353. Prerequisite: French 302.

FREN 355 — French Literature. 3 hours. A continuation of the study of literature, particularly from 1850 to the present. This course will follow the same format as FREN 353 and 354. Prerequisite: French 302.

FREN 473 — Programmed French Phonetics. 2 hours. A systematic study of the sounds and sound patterns of French. Oral and listening practice. Analysis and correction of the student's pronunciation with special attention to the problems of teachers. Prerequisite: French 302.

FREN 476 — Topics in French Studies. 1 to 3 hours. The student may select an area of special interest to work on independently. A plan of study will be agreed upon with the instructor. This plan may include readings, papers, or other special projects in that area. Possible topics: various aspects of French literature, Francophone cultures, commercial French, or other similar studies. Prerequisite: permission of instructor. May be repeated for credit.

Spanish — SPAN

SPAN 111 — Elementary Spanish I. 4 hours. A comprehensive elementary course which includes grammar, pronunciation, oral practice, written composition, and culture.

SPAN 112 — Elementary Spanish II. 4 hours. An intermediate level course which is a continuation of SPAN 111 with an additional emphasis on reading. Prerequisite: SPAN 111 or 2 years high school Spanish.

SPAN 311 — Grammar Review. 5 hours. Grammar review, aural comprehension, conversation, reading. Prerequisite: SPAN 112 or 3-4 years of high school Spanish.

SPAN 312 — Spanish and Spanish-American Culture and Civilization. 5 hours. A survey of Spanish life and Spanish institutions intended as a background for literary studies and as a preparation for teaching Spanish. Prerequisite: SPAN 311.

SPAN 341 — Advanced Communication in Spanish. 3 hours. This is a course designed to give intensive practice in communicating in Spanish. The course provides opportunities to improve listening, speaking and writing abilities. Prerequisite: Spanish 311. May be repeated one time for credit.

SPAN 361 — Spanish Literature. 3 hours. Spanish literature from *Poema del Cid* through the 19th Century. A survey course which includes a history of the literature and the reading of selected works representative of the various periods. Prerequisite: Spanish 312.

SPAN 362 — Spanish American Literature. 3 hours. Spanish-American literature from the *Conquistadores* through the 19th Century. A survey course which includes a history of Spanish-American literature and the reading of selected works representative of the various periods. Prerequisite: SPAN 312.

SPAN 363 — 20th Century Spanish and Spanish-American Literature. 3 hours. A course which includes a history of the literature of Spain and Spanish America of the 20th Century, and the reading of selected works representative of the period. Prerequisite: Spanish 312.

SPAN 484 — Spanish Phonetics. 2 hours. A systematic study of the sounds and sound patterns of Spanish. Oral practice. Emphasis on articulation and intonation. Analysis and correction of the student's pronunciation with special attention to the problems of teachers. Prerequisite: Spanish 312.

SPAN 486 — Topics in Spanish Studies. 1 to 3 hours. The student may select an area of special interest to work on independently. A plan of study will be agreed upon with the instructor. This plan may include advanced readings in Spanish or Spanish American literature, special projects in commercial Spanish, Spanish for medical personnel, or other similar studies. Prerequisite: permission of instructor. May be repeated for credit.

Latin American Studies Program

The Christian College Coalition Latin American Studies Program is based in San Jose, Costa Rica. It is comprised of Spanish language study, and course work in Latin history and culture. The program involves living with a Costa Rican family, participating in community activities, and travel through neighboring Central American countries. This program is administered by the Department of Modern Languages.

Speech Communication Department — SPCH

Faculty

JAY MARTINSON (1993)

*Assistant Professor of Speech; Chair,
Department of Speech Communication.*

B.A., 1986, Olivet Nazarene University

M.S., 1990, University of Illinois

Ph.D., 1993, University of Illinois

WILLIAM DEWEES (1992)

*Assistant Professor of Speech
Communication*

B.A., 1991, Mt. Vernon Nazarene College

MBA, 1994, Olivet Nazarene University

D. REGINA LINDSEY (1991)

Assistant Professor of Speech

B.A., 1989, Northwest Nazarene College

M.A., 1991, University of Washington

ELIZABETH PATRICK (1994)

Assistant Professor of Speech

B.A., 1986, Trevecca Nazarene College

M.A., 1987, Auburn University

HENRY SMITH (1988)

*Professor of Speech Communication; Dean,
School of Graduate and Adult Studies*

B.R.E., 1973, God's Bible College

B.S., 1977, University of Cincinnati

M.A., 1978, University of Cincinnati

Ph.D., 1987, Ohio State University

The courses in the Department of Speech Communication have three objectives as follows: 1) The training of students in the field of Speech covering both the scientific and the artistic aspects; 2) The development of skill in expression which will better equip the individual for a place of leadership, and 3) The preparation of specially qualified students in the field of Speech Communication.

Speech Communication Major. General Concentration. 37 Hours. B.A.

Required:

SPCH 101 — Fundamentals of Speech

102 — Performance Studies

103 — Interpersonal Communication

200 — Intro. to Communication Studies

221 — Mass Media in Society

233 — Small Group Communication

241 — Intro. to Journalism

341 — Persuasion

347 — Organizational Communication

349 — Intercultural Communication

391 — Communication Ethics

457 — Communication Theory

458 — Rhetorical Theory

Required supporting courses:

ENGL 305 — Intro. to Linguistics

306 — Advanced Writing

HIST 112 — Western Civilization II

or 132 — American Civilization II

HIST 346 — U.S. Foreign Policy since 1914

Speech Communication Major — Broadcast Concentration. 46 Hours. B.A.

Required:

SPCH 101 — Fundamentals of Speech

102 — Performance Studies

103 — Interpersonal Communication

170 — Broadcast Announcing

200 — Intro. to Communication Studies

221 — Mass Media and Society

241 — Intro. to Journalism

272 — Broadcast Writing

275 — Broadcast Production

277 — Broadcast Practicum (6 hours)

341 — Persuasion

345 — Political Communication

391 — Communication Ethics

458 — Rhetorical Theory

497 — Broadcast Internship (6 hours)

Required supporting courses:

ENGL 305 — Intro. to Linguistics

HIST 112 — Western Civilization II

or 132 — American Civilization II

HIST 346 — U.S. Foreign Policy since 1914

Speech Communication Major - Journalism Concentration. 38 Hours. B.A.

Required:

SPCH 101 — Fundamentals of Speech

200 — Intro. to Communication Studies

221 — Mass Media and Society

241 — Intro. to Journalism

242 — College Publication Practicum
(4 hours)

245 — Editing and Production

341 — Persuasion

345 — Political Communication

- 346 — Magazine and Feature Article Writing
- 391 — Communication Ethics
- 458 — Rhetorical Theory
- 487 — Journalism Internship (6 hours)

Required supporting courses:

- ART 172 — Intro. to Photography
- ENGL 305 — Intro. to Linguistics
- 306 — Advanced Writing
- HIST 112 — Western Civilization II
- or 132 — American Civilization II
- HIST 346 — U.S. Foreign Policy since 1914

Strongly recommended:

- SPCH 103 — Interpersonal Communication

Speech Communication Major — Film Studies Concentration. 39 hours. B.A.

Required:

- SPCH 101 — Fundamentals of Speech
- 102 — Intro. to Performance Studies
- 110 — Introduction to Acting
- 120 — Introduction to Theatre
- 198, 398 — Drama Practicum (2 hours)
- 221 — Mass Media and Society
- 457 — Communication Theory
- 458 — Rhetorical Theory
- Plus 16 hours credit for participation in the Christian College Coalition Los Angeles Film Studies Center.

Required supporting courses:

- ART 172 — Intro. to Photography
- LIT 313 — Major Authors (Shakespeare)
- 354 — American Literature since 1865
- ENGL 202 — Creative Writing
- 305 — Introduction to Linguistics

Recommended supporting courses:

- LIT 223 or 224 British Literature
- 253 — American Lit. to 1865
- ENGL 306 — Advanced Writing

Speech Communication Minor: 19 Hours.

Required:

- SPCH 101 — Fundamentals of Speech
- 103 — Interpersonal Communication
- 200 — Intro. to Communication Studies
- 221 — Mass Media and Society
- Select 9 elective hours in Speech. 6 must be upper division. No more than 3

hours of Communication Internship may be applied.

Broadcasting Minor: 18 Hours.

Required:

- SPCH 101 — Fundamentals of Speech
- 170 — Broadcast Announcing
- 200 — Intro. to Communication Studies
- 221 — Mass Media and Society
- 272 — Broadcast Writing
- 275 — Broadcast Production
- 277 — Broadcast Practicum (2 hours)

Journalism Minor: 18 Hours.

Required:

- SPCH 101 — Fundamentals of Speech
- 200 — Intro. to Communication Studies
- 221 — Mass Media and Society
- 241 — Intro. to Journalism
- 242 — College Publication Practicum
- 245 — Editing and Production
- 346 — Magazine and Feature Article Writing

Strongly recommended:

- SPCH 391 — Communication Ethics

Theatre Minor: 17 hours.

Required:

- SPCH 101 — Fundamentals of Speech
- 102 — Intro. to Performance Studies
- 110 — Introduction to Acting
- 120 — Introduction to Theatre
- 198 or 398 — Drama Practicum (2 hours)
- LIT 313 — Major Authors (Shakespeare)

Speech Communication Teaching Minor: 24 hours as approved by the Department Head. The student must include course work from at least three of the following areas: Public Speaking, Interpersonal Communication, Oral Interpretation, and Group Discussion.

Journalism Teaching Minor: 25 hours. See the English Department.

Typical Courses Recommended for Speech Communication Majors

Courses will vary according to major option.

Freshman Year

Fundamentals of Speech
Freshman Composition
Introduction to Psychology
Bible I

Laboratory Science
Physical Education

Sophomore Year

Intro. to Communication Studies
Christian Doctrine
Introduction to Journalism
Language
Interpersonal Communication
Creative Writing

Speech Communication Courses

SPCH 101 — Fundamentals of Speech. 3 hours. Study of fundamental concepts in speech communication including the preparation and delivery of speeches, basic interpersonal communication skills, and small group communication activities. This course is a blend of both communication theory and skills development with a strong emphasis on speech delivery.

SPCH 102 — Performance Studies. 3 hours. The student will learn theories and skills for the oral performance of various types of literary texts including dramatic literature, prose, and poetry.

SPCH 103 — Interpersonal Communication. 3 hours. Communication theory and its value in interpersonal relationships; attention is given to the development of insights regarding the process of communication as well as the development of techniques and skills in the communication of ideas through class activities.

SPCH 104 — Parliamentary Law. 1 hour. The study and practice of parliamentary procedure. Same as CHED 104.

SPCH 110 — Introduction to Acting. 3 hours. Study of the process of analyzing and creating roles for performance. Students will develop technical performance skills through scenework. Theories of acting will be analyzed and applied.

SPCH 120 — Introduction to Theatre. 3 hours. The study of the theatre as an art form. This course will integrate various approaches to the study and appreciation of the theatre including its performance, historical and literary aspects.

SPCH 198, 398 — Dramatic Practicum. 1 hour. Credit will be granted to persons who make major contributions to a dramatic production on campus. Participation may include acting, assistant directing, lighting, set design/construction, etc. Up to 4 credit hours may be earned in this manner. Determination of credit and major contribution is to be judged by the faculty member directing the production. Each practicum hour will require approximately 4 working hours per week.

SPCH 200 — Introduction to Communication Studies. 1 hour. An introduction to speech communication literature, the place of speech communication among related academic communities, and to methods and modes of research in speech communication. Students will be required to investigate and report on a specific area of study with speech communication.

SPCH 221 — Mass Media and Society. 3 hours. History and current issues in mass communication; examines basic technology, social and regulatory control, economics, audience uses and gratification, and media effects on individuals and society.

SPCH 233 — Small Group Communication. 3 hours. Designed to help the student develop the skills necessary (problem-solving, creative thinking, decision-making) for effective communication in the small group through appropriate readings and by providing related group activities.

SPCH 341 — Persuasion 3 hours. A study of principles and techniques of attitude and behavior change at group and societal levels. Special attention will be given to the use and misuse of propaganda. Term project will include the production of an actual persuasive campaign based on principles developed earlier in the term.

SPCH 345 — Political Communication. 3 hours. This course takes a systematic approach to the study of communication as it occurs in the political sphere of our society. Of particular concern will be topics such as the use and abuse of argument, emotional appeal, credibility, and the nature of the political campaign. Offered in alternate years.

SPCH 347 — Organizational Communication. 3 hours. The purpose of this course is to examine and develop some proficiency in the skills which are necessary to effectively communicate within organizations as well as between organizations and their constituencies. Of particular interest are topics such as conflict resolution, developing trust, clear presentation of organizational image, and decision-making in organizations. Offered in alternate years.

SPCH 349 — Intercultural Communication. 3 hours. Similarities and differences of communication patterns across cultures is the focus of this course. Of particular concern will be communication rituals, nonverbal signals and communication patterns of cultural groups.

SPCH 391 — Communication Ethics. 3 hours. A variety of ethical systems (Christian, utilitarian, Aristotelian, etc.) will be used in this course to assist the student in developing a means of making and evaluating ethical decisions in communication. A case study approach will be used to examine the role of ethics in public relations, journalism and broadcasting.

SPCH 457 — Communication Theory. 3 hours. The purpose of this course will be to provide an in-depth look at some of the dominant theories being used in the study of human communication today. Some of the topics to be covered will be symbolic interactionism, rhetorical sensitivity, coordinated management of meaning, systems theory, and information processing. Prerequisites: A total of at least 15 hours in the major, or approval of the instructor. Offered in alternate years.

SPCH 458 — Rhetorical Theory. 3 hours. Reading and detailed study of the theories of principal rhetoricians from ancient to modern times. Attention will be given to research techniques in rhetoric; students will conduct a major research project. Prerequisites: A total of at least 15 hours completed in the major, or approval of instructor.

SPCH 466 — Communication Internship. 1-6 hours. The student will intern under the supervision of a professional in an off-campus organization. Typically the internship might include practical experience in public relations. The practicum should not be taken until after the junior year or until most required courses in the major have been completed. A minimum of 40 clock hours per credit hour must be spent on site. The student is expected to be an active participant in securing the practicum experience. Students must be registered during the term of the internship. No more than 3 hours of Communication Internship may be applied to the minimum number of hours required for the Speech Communication minor.

Broadcasting Courses

SPCH 170 — Broadcast Announcing. 2 hours. Emphasizes the communication and performance skills that are essential for successful announcing. Topics include: interpreting copy, voice and diction, broadcast interviewing, and sports and music announcing. Students are given practical experience with broadcast studio equipment necessary for announcing. SPCH 277 must be taken concurrently with this course.

SPCH 272 — Broadcasting Writing. 2 hours. The many facets of writing for broadcast will be explored. Various areas examined are: script formats, commercials, public service announcements, news writings, and radio drama. Content as well as stylistic concerns will be emphasized. SPCH 277 must be taken with this course. Prerequisite: SPCH 170 or permission of the instructor. Offered in alternate years.

SPCH 275 — Broadcast Production. 2 hours. The process of broadcast production including tape splicing, editing, dubbing, and various recording procedures. Students will create, plan and produce programs to be aired on the campus radio station. SPCH 277 must be taken with this course. Prerequisite: SPCH 170 or permission of the instructor. Offered in alternate years.

SPCH 277 — Broadcast Practicum. 1 hour. Practical experience in the campus radio station by serving in a wide variety of areas from station management to staff announcer. Practicum may be repeated up to 6 credit hours. Each practicum hour will require approximately 4 working hours per week. Corequisite: SPCH 170.

SPCH 497 — Broadcast Internship. 1-6 hours. The student will intern at a broadcast facility for direct exposure to the everyday operation of broadcasting. The practicum should not be taken until after the junior year or until all required courses in broadcasting have been completed. A minimum of 40 clock hours must be spent on site for each credit hour. The student is expected to be an active participant in securing the internship experience. Students must be registered during the term of the internship.

Journalism Courses

SPCH 241 — Introduction to Journalism. 3 hours. An introduction to the journalistic writing style. Emphasis is on learning what is news, how to gather news and how to write news stories. Students are encouraged to publish in the local press, especially the student newspaper.

SPCH 242 — College Publication Practicum. 1 hour. The emphasis is on the development of skills in newswriting, editing, and layout and design for the student newspaper or yearbook. Practicum may be repeated up to 6 credit hours, but only 4 hours are required for the Journalism Track. Each practicum hour will require approximately 4 working hours per week. The student's training will be under the direct supervision of the journalism instructor and the executive editors of the publications.

SPCH 245 — Editing and Production. 3 hours. Techniques of editing, layout and print piece production are studied. How to write editorials, and the role of the editor are also featured. Prior knowledge of journalism style and news story format is helpful. Offered in alternate years.

SPCH 346 — Magazine and Feature Article Writing. 3 hours. A study of various magazine formats and non-fiction article types will precede intensive feature article writing assignments. Students will be encouraged to submit articles to various markets. Offered in alternate years.

SPCH 487 — Journalism Internship. 1-6 hours. A work experience for seniors at a newspaper of media-related company. Emphasis is on writing, editing, researching or doing production projects. On-the-job and faculty supervisors evaluate the student. A daily log and internship report are required. Pass/Fail grading.

Los Angeles Film Studies Center

The Christian College Coalition Los Angeles Film Studies Center operates in Burbank, California. It is comprised of classroom work in the role and place of Christians in the arts, and a half-time policy or production level internship in a film-related business or agency. The goal of the program is to place graduates in policy-level positions in the film industry. The program is administered by the Speech Communication Department.



Great musical productions and plays grace the stage of Kresge Auditorium throughout the year.



Preparation for effective teaching at Olivet means lots of practical experience in the classroom as well as the knowledge to bring out a student's personal best.

Division of Education

Education — EDUC

Library Science — LSCI

Physical Education — PHED

Lora H. Donoho, Division Head

The major aim of the Division of Education is the preparation of students for effective teaching in pre-school, elementary and secondary schools. The Division includes the faculty of the Departments of Education, Physical Education, and of the Library. The Division of Education is a service division for teacher education and is responsible for the coordination of all teacher education programs at the University.

Teacher education at Olivet Nazarene University makes use of the total educational resources of the university, is the concern of the entire faculty, and is under the direction of the faculty. Accordingly, teacher education is coordinated through designated officers, the Teacher Education Executive Committee, Teacher Education Faculty and other policy making bodies of the University. The program is designed to bring the resources of the University to bear most effectively in the education of teachers.

Because of the continual effort to coordinate the activities of the Division of Education and the academic departments which offer teacher education programs, the prospective teacher is encouraged to confer with advisers from both the Division of Education and the department of the chosen major field.

Education Department — EDUC

Faculty

LORA H. DONOHO (1960)

Professor of Education; Director of Teacher Education; Head, Division of Education; Chair, Department of Education

B.A., 1953, Olivet Nazarene University
M.S., 1962, Southern Illinois University
Ph.D., 1970, University of Illinois

FRANCES REED (1989)

Assistant Professor of Education

B.S., 1973, Olivet Nazarene University
M.A., 1982, Governors State University
University of Illinois

SARA SPRUCE (1979)

Professor of Education

B.S., 1967, Eastern Nazarene College
M.A., 1969, Ball State University
Advanced Certificate in Education, 1976,
University of Illinois
Ed.D., 1979, University of Illinois

DIXIE TURNER (1979)

Professor of Education

B.S. 1975, Olivet Nazarene University
M.A., 1979, Olivet Nazarene University
Advanced Certificate in Secondary English
Education, 1982, University of Illinois
Ph.D., 1987, University of Illinois

EMERY TWOEY (1992)

Assistant Professor of Education

B.A., 1982, Saint Leo College
M.S., 1986, Barry University
M.Div., 1990, Luther Rice Seminary
Ed.D., 1991, Nova University

NOEL WHITTS (1993)

Director of Media and Technical Support
B.A., 1967, Olivet Nazarene University
M.Ed., 1972, University of Toledo

JOSEPH YORK (1990)

Media Specialist

B.S., 1980, Ball State University
M.A., 1982, Ball State University

Teacher Education Department Specialists

Art — Dr. Donald Royal

English — Dr. Judy Whittis

Home Economics — Prof. Diane Richardson

Mathematics — Dr. Steve Brown

Music — Prof. Joe M. Noble,
Prof. Ruthmarie Eimer

Natural Science — Dr. Randal Johnson

Physical Education — Prof. Brian Baker,
Prof. Brenda Patterson

Romance Language — Prof. Kristin King,

Dr. Vicki Trylong

Social Studies — Dr. Stephen Lowe

Objectives of Teacher Education

A. Students admitted to, and retained in, the teacher education program are expected to demonstrate suitable growth in the habits, attitudes, skills, and personal qualities specified in the institutional objectives. They constitute the general objectives of teacher education.

Within the framework of the general objectives of the university, the faculty has formulated specific objectives of teacher education. These objectives specify qualities considered essential for teachers. The faculty expects that the teacher education graduate will be a person who:

1. Possesses competency in the area(s) of specialization in which he/she expects to teach;
2. Understands the school as a social institution and teaching as a profession, and is able to interpret the school and its function to the public;
3. Has a professional attitude that insures quality service and continued growth in the profession;
4. Understands human development, behavior, adjustment, learning process, and individual differences;
5. Knows instructional materials, methods, techniques, and evaluation procedures, is skilled in their use, and understands their bases in principles of development, learning, and individual differences;
6. Appreciates the opportunities for Christian service in the teaching profession;
7. Organizes and presents learning experiences effectively;
8. Is aware of the teacher's relationships to students, professional colleagues, and the public, and possesses the knowledge and skills implied by these relationships;
9. Integrates in a personally effective way the qualities of stability, patience, sympathy, and creative imagination;
10. Accepts the child as a person worthy of respect and has faith in his/her improvement through the medium of organized education;

11. Makes educational decisions that are coherent with a growing personal philosophy of education;

12. Makes use of basic knowledge of himself/herself and of the profession in determining his/her anticipated role in the profession of education;

13. Makes accurate appraisal of the requirements of teaching positions and of his/her qualifications relative to them;

14. Accepts professional employment and maintains professional relationships in harmony with recognized ethical principles.

B. Admission to the University neither implies nor guarantees acceptance into the teacher education program. Preparation for teaching is a privilege and not a personal right. The University may discourage any individual from attempting to complete preparation for a career in education if, in the opinion of the Teacher Education Faculty, he/she fails to meet acceptable professional and personal standards.

Students desiring an undergraduate major in education must first be received into the Teacher Education Program of the university by action of the Teacher Education Executive Committee, must declare that intention by the beginning of the junior year, and must have, and continue to maintain, a 2.5 point average in all college work, and a 2.75 GPA in the major.

A grade of C– or above is required for Professional Education Sequence courses for student teaching and graduation for all teacher education majors.

General Education for Teachers

The general education requirements for teachers are the same as those of other students in the university except that certain choices within the program must be made and the hours slightly increased to include the following:

a. Fundamentals of Speech (SPCH 101).

b. One course in Biological Science and one course in Physical Science, including at least one lab course. Early childhood and elementary majors must have at least 12 hours in the Natural Sciences; Secondary and Music majors must have at least 9 hours of Natural Science.

c. MATH 111 — Mathematics for Elementary Teachers I (grade of C– or above) and

MATH 112 — Mathematics for Elementary Teachers II (grade C– or above) for early childhood and elementary; 3 hours of Mathematics (grade C– or above) for secondary. Math courses numbered 131 or above may be substituted for Math 111 and/or MATH 112 for early childhood and elementary education majors.

d. Psychology 101 or 211 (Elementary) or 212 (Secondary).

e. PSCI 223 — American Government and a three-hour course in American History.

f. One three-hour course in Non-Western or Third World Culture, selected from Latin American History, Literature of Non-Western and Third-World Cultures, Third World Development, World Religions, World Food Problem or World Musics.

g. One three-hour course in domestic multicultural understanding for students seeking a B.S. degree.

h. Grades of C– or better in each of the required Freshman Composition courses.

i. Early Childhood Education majors must select the following courses for General Education among the various options: PSYC 211 — Child Developmental Psychology, SOCY 380 — Ethnic Relations, and HMEC 121 — Introduction to Nutrition.

Students preparing to teach in elementary school and those preparing to teach in the subject matter fields of biology, home economics, music, physical education and physical science may elect to receive a Bachelor of Science degree rather than a Bachelor of Arts degree. If they do this, they may select courses in Inter-cultural Understanding in the General Education program rather than courses in foreign language. Students planning to teach in high school other than in the subjects specified above will normally complete requirements for the Bachelor of Arts degree.

Elementary School Program Professional Education Sequence

The professional education sequence required for prospective elementary teachers follows. A grade of C– or above is required for courses in the Professional Education Sequence for student teaching and graduation.

**Elementary Education Major: 39 hours.
B.A. or B.S.**

Required:

- EDUC 101 — Education in American Society
- 249 — Educational and Developmental Psychology
 - 261 — Art Activities for Children
 - 269 — Children's Literature
 - 298 — Audio-Visual Lab.
 - 340 — Elementary School Language Arts and Social Studies Methods.
 - 342 — Elementary School Reading Instruction
 - 345 — Elementary School Science Instruction
 - 356 — Elementary School Mathematics Instruction
 - 376 — Teaching Diverse Populations
 - 450 — History and Philosophy of Education
 - 484 — Student Teaching in the Elementary School
 - 494 — Senior Seminar

Required supporting courses:

18 hours, (9 of which must be upper division) in addition to the General Education Requirements, selected from one of the following disciplines: Art, Biology, Chemistry, Economics, English, Foreign Language, Geology, History, Mathematics, Music, Philosophy, Political Science, Psychology, or Sociology.

Secondary School Program

Professional Education. 29 hours, including the required professional education sequence for prospective secondary teachers which follows. A grade of C- or above is required for courses in the Professional Education Sequence for student teaching and graduation.

- EDUC 101 — Education in American Society
- 249 — Educational and Developmental Psychology
 - 298 — Audio-Visual Lab
 - 351 — General Methods for the Secondary School
 - 376 — Teaching Diverse Populations (Phys. Ed. majors will take PHED 370 — Adaptive Physical Education — in place of EDUC 376.)

- 450 — History and Philosophy of Education
- 486 — Supervised Student Teaching in the Secondary School
- 494 — Senior Seminar
- A Special Methods course in the Teaching Field

Subject Matter Specialization

Students planning to teach in secondary schools must be prepared for certification in one teaching field, and must, in addition, complete one of the following options:

Option A. Teaching Major with a Teaching Minor

The major teaching field must consist of at least 32 semester hours or the number of hours specified for the department or teaching area concerned. The second teaching area must include 20 to 28 semester hours.

	Major	Minor
Art	33 hours	24 hours
Biological Science	36 or 40	24
Chemistry	32	24
English	35	24
History	32	24
Home Economics	41	24
Mathematics	33	20*
Physical Education	34	24
Physical Science	32	24
Romance Languages	52	
Social Science	54	24

*In Illinois, 25 hours of Mathematics, including 3 hours of methods, are required.

Minor concentrations (second fields only) which Olivet offers and the required number of hours for each are:

Earth and Space Sciences — 24; French — 21; General Science — 24; Journalism — 25; Music — 24; Physics — 28; Psychology — 21; Spanish — 21; Speech Communication — 24.

See departmental listing for specific requirements.

Option B. Teaching Major with Special Emphasis

Selection of this option involves submitting a statement of and an acceptable rationale for the substitution of a Special Emphasis for the teaching minor. This must be submitted to and approved by the major department, the Secondary Education Coordinator in the Department of Education, and the Director of Teacher Education. The selection of Option B might not meet requirements for certification in some states. In addition, approval of the Teacher Education Executive Committee is required for any Option B requiring 15 hours or less.

Music Teaching Program K-12 B.A. or B.S.

Professional Education: The required Professional Education Sequence for music education follows. A grade of C- or above is required for courses in the Professional Education Sequence for student teaching and graduation. 31 hours:

EDUC 101 — Education in American Society

249 — Educational and Developmental Psychology

298 — Audio-Visual Lab

375 — Instrumental Music and Conducting

or 378 — Choral Methods and Conducting

376 — Teaching Diverse Populations

450 — History and Philosophy of Education

460 — General Music Methods

485 — Supervised Student Teaching — all grades

494 — Senior Seminar

Subject Matter Specialization

See Department of Music.

Early Childhood Education Teaching Major: 35 hours. B.A. or B.S.

Required:

EDUC 210 — Instructional Methods of Early Childhood Education

261 — Art Activities for Children

269 — Children's Literature

310 — Techniques and Methods of Early Childhood

346 — Language Development in Young Children

359 — Teaching Reading to Young Children

376 — Teaching Diverse Populations

430 — History and Philosophy of Early Childhood Education

482 — Student Teaching for Early Childhood Education

494 — Senior Seminar

Required supporting courses:

CDEV 264 — Child, Family and Community Relations

18 hours, (9 of which must be upper division) in addition to the General Education Requirements, selected from one of the following disciplines: Art, Biology, Chemistry, Economics, English, Foreign Language, Geology, History, Mathematics, Music, Philosophy, Political Science, Psychology, or Sociology.

General Education Requirements for this major are the same as those for the Elementary Education major, except that the following courses must be selected among the various options:

PSYC 211 — Child Developmental Psychology

SOCY 380 — Ethnic Relations (for B.S. degrees)

HMEC 121 — Introduction to Nutrition

And a Social Science third-world course for B.A. degrees.

Strongly Recommended Courses:

CDEV 360 — Parenting

HMEC 252 — Consumer Economics
355 — Management of Family Resources

330 — Community Nutrition

The Master of Arts in Education Degree is offered for both Elementary and Secondary teachers as well as a Master of Arts in Teaching. These programs are described in the chapter of this catalog devoted to graduate studies and in a separate Bulletin of the School of Graduate and Adult Studies.

Admission to Teacher Education

Admission to the Teacher Education Program of the University is necessary for admission to special methods courses in education

and to student teaching. Normally the student will apply for such admission during the sophomore year. Otherwise, progress through the professional sequence of courses may be delayed. Application blanks may be secured at the Education Office. Applications for the Teacher Education program will be screened by the Director of Teacher Education, and acted upon by the Teacher Education Executive Committee, and reported to the Teacher Education Faculty. Factors which are weighed in considering applications are personality, emotional stability, character, scholarship, competence in communication, physical health, and professional interest. The following requirements must be met for admission:

1. Completion of 45 hours of coursework with at least a 2.5 grade point average.

2. Clearance by the office of the Dean of Students.

3. Grades of C- or above in each of the required Freshman English Composition courses.

4. Satisfactory recommendations from two out of three faculty members, and a good character reference from a person approved by the Director of Teacher Education.

5. Demonstrate pre-determined competency level on a series of basic skills tests.

6. Early Childhood Education majors must also complete PSYC 211 – Child Developmental Psychology prior to application for the Teacher Education program.

In submitting references, students should be sure to include the names of faculty advisers. The evidence of professional interest may be considered questionable for students who have not availed themselves of opportunities for work with youth groups, in church school teaching, or of other opportunities for assisting children and youth to grow.

The required basic skills tests will be given periodically through the Education Department. A student who does not score at or above the competency level stated in The Teacher Education Handbook will be permitted to retake the tests if he/she completes a program for remediation as established by the Teacher Education Faculty Committee and outlined in The Teacher Education Handbook. A student who fails to demonstrate competency at the time of the retake of the basic skills test will be asked to once again complete a program for remediation. If the student does not score at or above the established competency level on the second

retake of the tests, he/she will not be admitted into the teacher education program.

Pre-Student Teaching Laboratory Experiences

Pre-student teaching laboratory experiences, including the use of films (vicarious experiences) and school observation and participation, are required in some of the education courses taken prior to student teaching. The minimum number of pre-student teaching hours for secondary education and music education majors is 130 clock hours. Secondary education students meet this requirement through EDUC 249, 351, 494, and a special methods course. Music education students do so in EDUC 249, 494, Music 460 and either EDUC 375 or 378.

Elementary education majors must complete a minimum of 140 pre-student teaching clock hours. Elementary education majors complete practicum experiences in EDUC 249, 261, 342, 345, 356, and 494.

Early Childhood Education majors must complete a minimum of 150 pre-student teaching hours. Varied experiences are included as class requirements in a number of classes in the major. However, if the student has not fulfilled the 150-hour requirement prior to student teaching, he/she must register for the appropriate number of credit hours in course EDUC 415 in order to complete the requirement.

Students are to keep records of pre-student teaching laboratory experiences, together with signatures of supervising personnel, on forms provided for this purpose by the Olivet Education Department. These records are kept in the student's folder in the Education Office, and are considered in connection with admission to the Teacher Education Program and in placement for Student Teaching.

Students enrolled in any education course which includes a laboratory experience must complete the field experience requirements of the course before credit can be given. If an equivalent course has been completed at another educational institution and the student wishes to transfer the field experience hours, the student must request the credit-granting institution to send documented evidence of the field experience hours to Olivet. This documentation will be kept in the student's file in the Education Office.

Admission to Student Teaching

Students should submit applications for student teaching by December 1st of the semester prior to the school year in which they expect to do student teaching. Transfer of student teaching credit earned at another college must have prior approval of the department chairman, the director of teacher education, and the registrar before student teaching placement is assigned.

Prerequisites to student teaching involve previous admission to the Teacher Education Program of the University, and at least two methods courses. In addition each candidate for student teaching must be approved by the Teacher Education Executive Committee before he or she can be registered and assigned. The approval of the candidate's major department, an overall grade point average of 2.5 or better, a grade point average of 2.75 or better in the major field for secondary students and music education majors, or a grade point average of 2.75 or better in the Professional Education Sequence for elementary and early childhood majors, are required.

Student Teaching, Employment and Coursework

As a general practice, the university discourages students from employment on or off campus during student teaching. Students are also discouraged from taking any classes with the exception of the Senior Seminar and the History and Philosophy class. Supervising teachers in the schools view student teaching as an internship which should demand the total involvement of the beginning teacher. Thus the student teacher should be free from other responsibilities which might detract or drain energy from teaching. Students who, for any reason, wish to work or take other coursework during the student teaching experience, must petition the Teacher Education Executive Committee for permission to do so.

Student Teaching and the Professional Semester

The requirement of credit hours in student teaching is 10. The semester which involves mostly student teaching and corresponding professional courses is known as the Senior Professional Semester. Students and advisers

must plan ahead and reserve designated professional courses and other courses arranged to facilitate student teaching for that semester.

All students registered for Student Teaching must take the 2 hour Senior Seminar course (EDUC 494) concurrently with student teaching. All transfer students and "guest" student teachers must complete 10 hours of student teaching and 2 hours of EDUC 494 regardless of the student's transcript evaluation requirements or minimum requirements of his/her teacher education institution. All students completing student teaching through Olivet must meet the standards of the university's teacher education program entrance and student teaching admission requirements.

Student Teaching Placement

When a student teaching placement is cancelled by the student so late that the supervising teacher cannot take another student teacher for the given school year, the student's account will be charged for the payment of the honorarium to the supervising teacher.

If a request for placement in another setting is initiated by the student teacher, a full honorarium will be paid the supervising teacher according to how close the change is made to the student teaching period. If such change is initiated by a conference of the teacher, principal, university supervisor and/or the student, no additional fees will be charged unless the student teaching period is extended.

A student teacher from Olivet is placed at a practicum site in the Kankakee County area where a contractual agreement has been made with the local school district for such a placement. While the student has the opportunity to express his/her preference for a site, the final decision for placement will be made by the Director of Teacher Education.

Securing a Teaching Credential

Each public school teacher is required by law to hold a valid certificate issued by the state in which he teaches.

To obtain Illinois certification by entitlement, an Olivet graduate must have completed one of Olivet's state-approved teacher education programs, all of which meet the minimum Illinois requirements. In addition, applicants must pass the Illinois certification tests in basic skills and subject matter knowledge. Upon

completion of the academic program, the student should obtain and complete the appropriate certification forms in the Registrar's office. After the application form is signed by the Certification Officer indicating that graduation requirements have been satisfied, the applicant must submit the certification forms and appropriate fees to the Superintendent of Schools in the Illinois region in which the applicant resides or plans to teach. Anyone who has been convicted of a felony for a sex and/or narcotics crime may not be certified for teaching in Illinois.

Applications and information about certification in other states are available in the Registrar's Office. For a specific state's certification requirements and procedures, see the Registrar or Director of Teacher Education. These applications are usually completed during the final semester of the student's senior year.

Placement of Teacher Candidates

The University maintains a Career Planning and Placement Office to assist graduates in securing positions in which they are interested and for which they are qualified. Teacher candidates register with the office for placement service in the senior year as directed by the office.

The Placement Office receives and files notices of teaching position vacancies and makes this information available to students, at the student's request supplies copies of his credential folder to prospective employers, arranges interviews on campus between students and school officials, counsels candidates with respect to teaching opportunities in areas for which the office has no current listings, and maintains the student's credential file after he graduates. The placement service of the University is free to the graduating senior and registered alumni. The student should register with this office at the indicated time even though he may have secured a position for teaching prior to registering.

The Curriculum Materials Center

A Curriculum Materials Center is maintained on the ground floor of the Library. The Curriculum Materials Center houses school textbooks, trade books, curriculum guides, professional pamphlets, resource units, and other instructional materials selected especially

as resources for students planning to become teachers. These materials are available for examination and use by students, faculty and off-campus supervisory teachers. The Director of the Center is available for consultation concerning instructional materials.

The Teacher Education Office

While teacher education is a function of the total university, represented by the Teacher Education Faculty, the various administrative details connected with the program are coordinated through the office of the Department of Education. Here students may pick up various forms to be filled out and return them for filing; various reference forms and rating scales are sent out from and returned to this office; and in general it serves as a center for teacher education activities.

Typical Program of Courses for a Student Majoring in Elementary Education

Freshman Year

Freshman Composition
Introduction to Fine Arts
U.S. History
Bible I
Introduction to Psychology
Life Science — Biology
Physical Education
Mathematics
Education in American Society

Sophomore Year

Speech Communication
Introduction to Literature
American Government
Physical Science
Education and Developmental Psychology
Christian Doctrine

Education Courses

EDUC 101 — Education in American Society. 2 hours. An introduction to the organization, development and critical issues of American education. Included is an examination of the school, the teacher, the curriculum, the outside influences that affect schooling, and the fundamentals of teaching as a profession. The course is designed for students interested in exploring the field of education generally or for those seeking assistance

in choosing elementary or secondary teaching as a vocation. As a part of the course, students will become familiar with the teacher education program at Olivet through an indepth study of the Teacher Education Handbook.

EDUC 105 — Crafts for Elementary Teachers. 2 hours. (Same as ART 105.)

EDUC 210 — Instructional Methods of Early Childhood Education. 4 hours. Participants in this course are presented an overview of the educational needs of young children. Types of instructional methods examined include activity/learning centers, individualization, educational play, media, and pre-reading experiences. The focus is on extending the young child's understanding of art, music, literature, mathematics, natural science, and social science. A further emphasis is placed on organization of balanced daily programs, planning, using materials of instruction, pupil evaluation, parent communication, classroom environment, and needs of special children. Includes a 45-hour practicum experience in a local preschool or daycare center. Prerequisite: PSYC 211.

EDUC 211 — Child Growth and Development. 3 hours. Same as PSYC 211. Elementary education majors who have had a course in psychology in high school should take this course in place of PSYC 101 — Introduction to Psychology.

EDUC 212 — Adolescent and Adult Developmental Psychology. 3 hours. Same as PSYC 212. Secondary education majors who have had a course in psychology in high school should take this course in place of PSYC 101 — Introduction to Psychology.

EDUC 220 — Early Childhood Field Practicum. 3 hours. The student will participate in a preschool or daycare center for a total of 120 clock hours. This experience permits the student to utilize skills and techniques which have been learned in the specialized methods courses. Prerequisites: PSYC 211, EDUC 210 and 430.

EDUC 249 — Educational and Developmental Psychology. 3 hours. This course introduces students to educational psychology and child development. It is an interactive course where students learn and practice skills related to both the cognitive and affective domains of education. Students participate in a series of activities throughout the semester designed to stimulate their thinking and encourage the application of appropriate classroom knowledge to their practicum experiences. Includes 30 hour practicum. Prerequisites: EDUC 101 and PSYC 101 or PSYC 211 for Elementary Teachers, or PSYC 212 for Secondary Teachers.

EDUC 261 — Art Activities for Children. 2 hours. Teaching methods at the elementary and preschool levels. The student teacher gains expertise in the handling of art media, relationships between all curricula, classroom management, and group and individual project development. Includes a 20 hour practicum experience with preschool and/or elementary school children. Prerequisite: admission to the Teacher Education program or permission of the instructor.

EDUC 269 — Children's Literature. 3 hours. Same as LSCI 269. Prerequisite: admission to the Teacher Education program or permission of the instructor.

EDUC 296 — Instructional Media. 1 hour. An introduction to the theory and principles of instructional media and the new technologies of instruction. Through classroom lecture/demonstrations and student readings, each student will understand the relationship of various contemporary communication strategies to the teaching/learning process.

EDUC 298 — Audio-Visual Laboratory. 1 hour. Competencies in the operation of standard audio-visual hardware and in the creation of media materials will be developed through a combination of self-study modules and production projects. Specific projects will be determined by a diagnosis of entry level skills and anticipated needs. Pass/Fail grading.

EDUC 310 — Techniques and Methodologies of Early Childhood. 4 hours. Participants in this course are presented a variety of techniques and methodologies for teaching language arts, mathematics, science, and social studies at the primary level. The focus of this course is specifically on teaching methodologies and instructional techniques in the four subject areas addressed above, relating to the growth and development of the primary student. Includes a 40-hour practicum experience in a primary classroom. Prerequisite: Admission to Teacher Education.

EDUC 340 — Elementary School Language Arts and Social Studies Methods. 3 hours. A study of the methods of teaching the language arts from a whole language philosophy interrelated with the social studies. A thematic unit approach will enhance understanding of integrating listening, speaking, reading and writing skills with the basic social heritage concepts of multi-culturalism (cultural diversity), values, citizenship, self-worth, and geographical/historical/biographical appreciation. Taken currently with EDUC 342. Prerequisite: Admission to the Teacher Education program.

EDUC 341 — Statistics. 4 hours. Same as MATH 341.

EDUC 342 — Elementary School Reading Instruction. 4 hours. This course is designed to provide understanding of the theoretical background as well as the processes and methodologies of reading instruction from kindergarten through middle school. Emphases are placed on emergent literacy, word recognition, vocabulary development, comprehension, content and study skills, strategies and assessment. Students will gain understanding of the developmental needs of various cultures and abilities of children who will be instructed in an integrated whole-language reading program. Includes a 40 hour practicum. Taken currently with EDUC 340. Prerequisites: admission to Teacher Education.

EDUC 345 — Elementary School Science Instruction. 2 hours. An introduction to elementary school science curriculum and instructional methods. Prerequisites: admission to Teacher Education Program, and completion of the General Education Requirements in Science. Includes a 20 hour practicum.

EDUC 346 — Language Development in Young Children. 2 hours. Because the historical development of English reflects the cultural development of its people, this course will review English instruction and the major aspects of its history. Differences in grammatical systems, morphemics, syntax, semantics, discourse, dialects, and cultural pluralism will also be examined. A major focus of the study will be to understand the various theories of language acquisition during the preschool years and primary grades, with emphasis on the stages of learning development and background influences. Includes a practicum of 20 hours.

EDUC 348 — Teaching of Reading in the Content Area. 2 hours. Dealing with reading problems of a secondary school student in a specific content is the purpose of this course. Secondary education students will be involved in diagnosis, remediation, enrichment, measurement, and evaluation of reading problems of secondary school students.

EDUC 351 — General Methods for the Secondary School. 3 hours. Designed to introduce and refine an education major's skills in the areas of motivation, behavior management, course, unit, and lesson planning. Characteristics and issues associated with teaching in middle schools, junior high schools, and high schools will be addressed throughout the course. Students are required to complete a 45 hour practicum. This course is a prerequisite for special methods courses. Prerequisite: admission to Teacher Education.

EDUC 356 — Elementary School Mathematics Instruction. 2 hours. This course outlines modern practices in the teaching of arithmetic with special emphasis upon a meaningful approach which includes both the mathematical phase and the social phase of arithmetic in keeping with recent research findings. The course includes working with peers, and using manipulative materials. Includes a 20 hour practicum. Prerequisites: admission to the Teacher Education Program, and completion of the General Education Requirements in Mathematics.

EDUC 359 — Teaching Reading to Young Children. 2 hours. This course is designed specifically for prospective teachers of preschool through grade three children. The teacher's role in nurturing readiness will be developed as well as identification of teacher behaviors. Because early literacy experiences are learned through a healthy, balanced experiential environment in the home, one feature of the course will include parental involvement in the developmental aspects of early language and reading experiences. Other areas to be covered will include factors and stages in reading readiness, language experience approaches and materials, sight word and phonics instruction, establishing the classroom learning environment, and assessing prereading skills. Includes a practicum of 20 hours.

EDUC 360 — Instrumental Activities. 1 hour. Same as MUED 360.

EDUC 362 — Principles of Secondary Art Education. 3 hours. Same as ART 362.

EDUC 364 — Instructional Methods in Secondary Physical Education. 3 hours. Same as PHED 364.

EDUC 366 — Music Activities for the Elementary School. 1 hour. (Same as MUED 366.) Prerequisite: Education 360.

EDUC 367 — Methods and Materials in Physical Education for the Elementary School. 3 hours. Same as PHED 367.

EDUC 375 — Instrumental Methods and Conducting. 3-4 hours. Same as MUED 375.

EDUC 376 — Teaching Diverse Populations in the Regular Classroom. 3 hours. This course is an introduction to the field of special education, the psychology and identification of exceptionality (including, but not limited to students with learning disabilities), and methodologies for working with diverse populations in the school community. An emphasis is placed on specific strategies for adapting instruction and current practices designed to assist classroom teachers in meeting the needs of all students in the regular education setting. Prerequisite: EDUC 249 or PSYC 211 or PSYC 212 or permission of the instructor.

EDUC 378 — Choral Methods and Conducting. 3-4 hours. Same as MUED 378.

EDUC 400-414 — Student Interest Practicum. 1-4 hours. This is a field experience in which the elementary or secondary education student works with students in an area of interest under the supervision of a supervising teacher or director of a program. A student will spend 40 or more hours per credit hour. Prerequisites: Junior Standing and EDUC 249.

These course numbers will designate particular programs of the Practicum in various departments:

EDUC 400 — Open School Concept
EDUC 401 — Language and Literature
EDUC 402 — Social Sciences
EDUC 403 — Natural Sciences
EDUC 404 — Fine Arts
EDUC 405 — Outdoor Education
EDUC 406 — Pre-School
EDUC 407 — Special Education
EDUC 408 — Reading
EDUC 409 — Mathematics
EDUC 410 — Vocational Education
EDUC 411 — Physical Education
EDUC 412 — Reading Laboratory
EDUC 413 — Learning Center
EDUC 414 — Multicultural Community Relations

EDUC 415 — Pre-Student Teaching Practicum. 1-3 hours. Students will spend a minimum of 40 clock hours per semester hour working with students and a classroom teacher in a public school classroom. Designed for education students who have not completed the state-mandated 100 pre-student teaching hours as part of required coursework, or those who may wish to take practicum hours in addition to those required. Prerequisite: Admission to Teacher Education.

EDUC 430 — History and Philosophy of Early Childhood Education. 3 hours. This course examines current curriculum issues in early childhood education from their philosophical, historical and theoretical perspectives. Fundamental ideas which have influenced early childhood programs will be studied. The course provides an analysis of research findings, experimentation, and current trends in early childhood education.

EDUC 450 — History and Philosophy of Education. 2 hours. A study of American education in light of historical, philosophical, and theoretical models from past centuries and how each has impacted today's educational thought. Framework will be developed to explain concepts and events in the context of the economic, political, social, religious, and philosophical beliefs and issues of the times in which each theorist derived his

thought. Emphasis will also be placed on understanding of how the industrial and technological revolutions of more recent times have contributed to changes in the philosophy of today's education, especially in relation to democracy and problems of academic freedom and professional ethics.

EDUC 460 — General Music Methods. 3-4 hours. Same as MUED 460.

EDUC 461 — Teaching of Middle School Mathematics. 3 hours. Same as MATH 461.

EDUC 469 — Teaching of Modern Languages. 3 hours. Same as MLAN 469.

EDUC 474 — Teaching of Secondary School Mathematics. 3 hours. Same as MATH 474.

EDUC 475 — Methods of Teaching Home Economics. 3 hours. Same as HMEC 475.

EDUC 476 — Teaching of English. 3 hours. Same as ENGL 476.

EDUC 477 — Teaching of Science. 3 hours. Same as NSCI 477.

EDUC 478 — Teaching of Social Studies. 3 hours. Same as SSCI 478.

EDUC 481 — Para-Professional Practicum. 4 hours. Students will spend half days for eight weeks working with a teacher as a para-professional under supervision of a university supervisor.

EDUC 482 — Student Teaching for Early Childhood Education. 10 hours. Prerequisites: Senior standing, approval by the Teacher Education Faculty Committee, and appropriate methods courses. Includes some experience at both the pre-school and primary school levels. Taken concurrently with EDUC 494 — Senior Seminar.

EDUC 484 — Supervised Student Teaching in the Elementary School. 10 hours. Prerequisites: Senior standing, approval by the Committee on Teacher Education. Taken concurrently with EDUC 494 — Senior Seminar.

EDUC 485 — Supervised Student Teaching: All Grades. 10 hours. Prerequisites: Senior standing, approval by the Committee on Teacher Education. Taken concurrently with EDUC 494 — Senior Seminar.

EDUC 486 — Supervised Student Teaching in the Secondary School. 10 hours. Prerequisites: Senior standing, approval by the Committee on Teacher Education. Taken concurrently with EDUC 494 — Senior Seminar.

EDUC 494 — Senior Seminar: Current Issues in Education. 2 hours. The purpose of Senior Seminar is twofold: a) to discuss major current issues in education as they influence the student entering the teaching profession, and b) to provide the student teacher with practical experience in school and classroom in which she/he will be teaching. All student teachers are required to attend the

Fall Experience (introductory teacher workshops and first day of class). This course also includes a 12 hour practicum. (To be taken concurrently with student teaching.)

EDUC 562 — Measurement and Evaluation. 2 hours. Review of the basic principles of measurement, practice in evaluation, administering and interpreting results of measures of achievement, general and special abilities, personality and interests. Individual projects in measurement and evaluation will include summarizing the evaluation procedures of special education procedures for the different areas of exceptionality, study of instruments used in assessing exceptional children, and working under the supervision of one special education teacher in a practicum experience during the semester.

EDUC 600-699 — Graduate Level Courses. Open to some seniors. See Director of Graduate Studies.

Library Science — LSCI

Library Faculty

KATHRYN VAN FOSSAN (1980)

*Associate Professor of Library Science;
Library Director*

B.A., 1969, University of Illinois
M.A., 1979, Illinois State University
M.S., 1983, University of Illinois

MARY ADA DILLINGER (1990)

Assistant Professor of Library Science
B.A., 1968, Olivet Nazarene University
M.L.S., 1979, University of Hawaii
C.A.S., 1992, University of Illinois

CRAIGHTON HIPPENHAMMER (1991)

*Assistant Professor of Library Science,
Reference Librarian*
B.A., 1968, California State University
M.L.S., 1974, University of Oregon

MARY JEAN JOHNSON (1992)

Reference Librarian
B.S., 1973, Olivet Nazarene University
M.S., 1991, University of Illinois



Benner Library has 160,000 volumes which can be researched by either the conventional card catalog or computer terminals. The computer system also handles details for students checking out books.

Courses

LSCI 201 — Use of Libraries and Information Sources. 2 hours. A survey of the use of libraries. Including book, non-book and computer research sources; on-line catalogs; and printed and computerized indexes. Issues of effective access to libraries and library materials will be examined.

LSCI 269 — Children's Literature. 3 hours. A survey and critical analysis of children's literature to aid in the selecting of reading material for children from the pre-school age through the elementary grades.

LSCI 296 — Instructional Media. 1 hour. Same as EDUC 296.

LSCI 298 — Audio-Visual Laboratory. 1 hour. Same as EDUC 298.

LSCI 368 — Books for Young People. 2 hours. A survey of the adolescent literature genre. Critical standards for analysis and evaluation of young adult fiction are reviewed so students may guide the adolescent to meaningful transition literature. Extensive reading of both young adult books and bibliographic material.



Olivet's Tiger athletes also show their prowess in track and field, and on cross country courses.

Physical Education Department — PHED

Faculty

LARRY D. WATSON (1965)

*Assistant Professor of Physical Education,
Chair, Physical Education Department,
Athletic Director.*

B.S., 1965, Olivet Nazarene University
M.A., 1968, Western Michigan University

BRIAN BAKER (1985)

Assistant Professor of Physical Education
B.S., 1980, Taylor University
M.A., 1981, Ball State University
M.A.E., 1991, Olivet Nazarene University

RALPH HODGE (1979)

Instructor of Physical Education
B.A., 1976, Olivet Nazarene University
Western Illinois University

BRENDA PATTERSON (1978)

Associate Professor of Physical Education
B.S., 1975, Trevecca Nazarene College
M.Ed., 1977, Middle Tennessee State
University
Ed.S., 1985, Middle Tennessee State
University

RITCHIE RICHARDSON (1991)

Instructor of Physical Education
B.A., 1984, Lincoln Memorial College
M.A.T., 1993, Olivet Nazarene University

RALPH ROBINSON (1991)

Instructor of Physical Education
B.A., 1987, Murray State University
M.A.T., 1993, Olivet Nazarene University

JEFF SCHIMMELPFENNIG (1990)

Instructor in Physical Education
B.S., 1986, Olivet Nazarene University
M.B.A., 1991, Olivet Nazarene University

JOHN VANDERMEER (1987)

Instructor of Physical Education
B.S., 1987, Kentucky State University
M.A.E., 1991, Olivet Nazarene University

JERRY "BOGIE" WOOD (1993)

Instructor of Physical Education
B.S., 1985, University of Alabama-
Birmingham

Adjunct Faculty

TIM ANNIS

Sports Medicine

B.A., 1977, Western Illinois University

M.A., 1978, University of Arizona

Certified Athletic Trainer, 1977

The physical education department offers a service program in physical education as well as professional training leading to a major. An extensive intramural and inter-collegiate sports program is also sponsored by the Department.

The Department of Physical Education has as its objectives the promotion of good health practices in the lives of all students, the development of Christian character through sportsmanship and cooperative team play, the teaching of worthy use of leisure time, arousing interest and developing skills in games and recreational activities, and providing students majoring in Physical Education with the fundamental knowledge and skill required for effective service to society.

Four semester hours of health and/or physical education are required of all students. Veterans may apply at the Registrar's office for credit covering service experience in the Armed Forces. In cases in which inability is certified by the school physician, substitutions may be arranged of the same number of hours in zoology, hygiene, or first aid.

The practicum courses consist of inservice training available upon approval by the department head under close supervision of a department faculty member. They will allow training in the areas of intramurals, physical education, recreation, athletics.

All Physical Education majors and minors must obtain a grade of C- or above in all Physical Education courses to meet the requirements for graduation.

Physical Education Major, 36 hours. B.A. or B.S.

Course work designed for those interested in YMCA, YWCA or other recreation fields.

Required:

- PHED 145 — Basic Athletic Training I
149 — Careers and Concepts in PHED
150 — Life Fitness
163 — Swimming
210 — Rhythms and Aerobics
241 — First Aid and Emergency Care

- 260 — Individual Sports Skills
270 — Team Sports Skills
471 — Organization and Administration of Physical Education
472 — Kinesiology
or 360 — Physiology of Exercise
496 — Practicum in Athletics/Recreation

And 15 additional hours from the department, including one hour selected from PHED 151-166.

Required supporting courses:

- BIOL 246, 247 — Human Anatomy and Physiology

Also recommended:

Take as many activity courses as possible, and PHED 370 — Adaptive and Corrective Physical Education

Physical Education Teaching Major, 34 hours. B.A. or B.S.

Required:

- PHED 145 — Basic Athletic Training I
149 — Careers and Concepts in PHED
150 — Life Fitness
163 — Swimming
210 — Rhythms and Aerobics
260 — Individual Sports Skills
270 — Team Sports Skills
310 — Curriculum Design in Physical Education
352 — Assessment and Evaluation
360 — Physiology of Exercise
370 — Adaptive and Corrective PHED
471 — Organization and Administration of Physical Education
472 — Kinesiology
494 — Practicum in Physical Education, and ½ hour selected from PHED 151-166.

Plus 4 additional hours selected from:

- PHED 221 — Coaching Basketball
222 — Coaching Track and Field
223 — Coaching Baseball
224 — Coaching Football
226 — Training and Coaching the Woman Varsity Athlete
227 — Team Sports Officiating
228 — Coaching Weight Training

Required supporting courses:

BIOL 246, 247 — Human Anatomy and Physiology I, II
The Professional Educational Sequence including PHED 364 in Methods.

Physical Education Minor: 16 hours

Required:

PHED 149 — Careers and Concepts in Physical Education

Additional courses to be approved by the Department Head.

Physical Education Teaching Minor: 24 Hours

Required:

PHED 145 — Basic Athletic Training I
150 — Life Fitness
210 — Rhythms and Aerobics
260 — Individual Sports Skills
270 — Team Sports Skills
310 — Curriculum Design in PHED
352 — Assessment and Evaluation in PHED
360 — Physiology of Exercise
364 — Instructional Methods in PHED
472 — Kinesiology
494 — Practicum in Physical Education and one hour selected from PHED 151-166.

Required supporting courses:

BIOL 246, 247 — Human Anatomy and Physiology I, II

Athletic Training Minor: 19 hours.

Required:

PHED 145 — Basic Athletic Training I
146 — Basic Athletic Training II
247 — Advanced Athletic Training I
248 — Advanced Athletic Training II
360 — Physiology of Exercise
472 — Kinesiology
498 — Practicum in Athletic Training (5 hours)

Required Supporting Courses:

BIOL 246, 247 — Human Anatomy I, II
PSYC 101 — Introduction to Psychology
345 — Physiological Psychology

HMEC 121 — Introduction to Nutrition

In order to become a certified Athletic Trainer, one must meet the following requirements of the National Athletic Trainers Association:

1. Bachelor's Degree
 2. Proof of current CPR and EMT certification
 3. Culmination of 1,500 hours of training under direct supervision of certified athletic trainer
 4. Completion of the courses required in the athletic training minor.
 5. Recommendation of N.A.T.A. certified athletic trainer
 6. Passing score on the N.A.T.A. Certification exam
-

Physical Therapy — Pre-Professional Program

A fully certified program in Physical Therapy is customarily offered at the graduate level. At the undergraduate level at Olivet, a person interested in Physical Therapy would major in Physical Education, Biological Science or Psychology. In addition, completion of the following courses is strongly recommended. These are most often required for admission to the graduate schools:

PHED 145 — Basic Athletic Training
163 — Swimming
or 156 — or Lifesaving
360 — Physiology of Exercise
370 — Adaptive and Corrective PHED
472 — Kinesiology
BIOL 246, 247 — Human Anatomy and Physiology
361 — Comparative Anatomy
455 — Physiology
PSYC 101 - Introduction to Psychology
211 — Child Developmental Psychology
312 — Personal Growth
345 — Physiological Psychology
CHEM 103 and 104
PHYS 121 and 122
or PHYS 201 and 202
MATH 147 — Calculus I
SPCH 101 — Fundamentals of Speech

Typical Courses for a Student Majoring in Physical Education

Freshman Year

Careers and Concepts of PHED
Life Fitness

English Composition
Bible I
Introduction to Fine Arts
U.S. History
Mathematics
Physical Education Activities
Introduction to Psychology
Education in American Society

Sophomore Year

Athletic Training
Anatomy and Physiology
Educational Psychology
Individual Sports Skills
Literature
Christian Doctrine
Team Sports Skills

Courses

PHED 108 — Golf. 1 hour. A course outlined for beginning players. Emphasis is placed on the development of fundamental skills.

PHED 123 — Conditioning for Varsity Athletes. ½ hour. A credit of ½ hour is earned by Inter-collegiate Varsity sport participants at the completion of their sport season. A maximum of 2 hours may be earned, of which 1 1/2 hours may be applied to meet the General Physical Education Requirement. PHED 150 — Life Fitness — must be taken by all students. Does not apply to physical education major or minor.

PHED 131 — Tennis. 1 hour. A course outlined for beginning players. Emphasis is placed on the development of fundamental skills.

PHED 141 — Personal and Community Health. 2 hours. The study includes essentials of personal and community health. Fundamentals of health science, scientific prevention of illness, dynamics of health in the individual and family are studied.

PHED 145 — Basic Athletic Training I. 2 hours. This is an overview course designed for coaching and sports medicine majors. Topics include prevention, recognition, and rehabilitation techniques associated with common sports injuries. Fundamental taping, first aid and sports-medicine theory will be stressed.

PHED 146 — Basic Athletic Training II. 2 hours. This is the second of four core Athletic Training courses designed for students seeking N.A.T.A. certification. Topics include common medical illnesses, general musculoskeletal disorders, inflammatory conditions, skin disorders, head/face and spinal column disorders. Treatment modalities and rehabilitation theory will also be discussed.

PHED 149 — Careers and Concepts in Physical Education. 3 hours. To describe and illustrate the purposes of American physical education, the knowledge about science and society which contributes to the discipline, the career possibilities available to professionals, and responsibilities of successful physical educators.

PHED 150 — Life Fitness. ½ hour. This course will first evaluate students to determine their current fitness level. Tests will measure heart and lung capacities, body composition, muscle strength, endurance, and flexibility. It will provide information about exercise and its relationship to total fitness. Students will be introduced to acrobatics, a physical fitness program developed by Dr. Kenneth H. Cooper. After completing this course, students may choose from a wide range of individual and team activities to build physical fitness, knowledge and skill in the activities. PHED 150 is a prerequisite to all activity courses PHED 151 - 166.

PHED 151 - 166 — Elective Physical Education Activities. These introductory courses are designed to promote physical fitness and to teach fundamental rules and skills in individual and team activities. Each activity is offered as a block class (half-semester), and carries ½ hour credit. Prerequisite: PHED 150 — Life Fitness.

- 151 — Badminton
- 154 — Bowling
- 156 — Lifesaving
- 157 — Personal Aerobics
- 159 — Racquetball
- 160 — Aerobics
- 163 — Swimming
- 164 — Tennis
- 165 — Volleyball
- 166 — Weight Training

PHED 210 — Teaching Rhythms and Aerobics. 1 hour. Techniques and procedures for teaching secondary level rhythmic activities and aerobics.

PHED 221 — Coaching Basketball. 2 hours. An intensive study of the rules and problems relative to the development of successful offensive and defensive play. For PHED majors and minors only.

PHED 222 — Coaching Track and Field. 2 hours. The study and practice of the various coaching techniques in track skills, methods of training and conditioning, and the methods of administering track meets. For PHED majors and minors only.

PHED 223 — Coaching Baseball. 2 hours. This course combines the rules and coaching techniques of baseball. For PHED majors and minors only.

PHED 224 — Coaching Football. 2 hours. A study of rules, coaching techniques and problems relative to the development of successful offensive and defensive play. For PHED majors and minors only.

PHED 226 — Training and Coaching the Woman Varsity Athlete. 2 hours. A study of the psychological and physical concepts of coaching women athletes. Concentration on specific coaching techniques, drills, strategies and training for selected sports.

PHED 227 — Team Sports Officiating. 2 hours. A study of techniques, team play, rules, and rule interpretation with emphasis on proper mechanics and judgment in officiating. Practical experience obtained.

PHED 228 — Coaching Weight Training. 2 hours. This course provides a general understanding of the administration process of a weight training program, of strength training principles, and a practical knowledge of how to perform and teach the major exercises of weight training.

PHED 241 — First Aid and Emergency Care. 2 hours. Vital and practical applications and procedures in caring for an injured person, including safety, Heimlich method in choking, splinting and bandaging.

PHED 247 — Advanced Athletic Training I. 2 hours. The third of four core Athletic Training courses designed for students seeking N.A.T.A. certification. Evaluation, first aid, treatment and rehabilitation of joint disorders will be stressed. Topics include ankle/foot/leg, knee, thigh/hip, pelvis, shoulder/upper arm, elbow, forearm/wrist/hand, thorax/abdomen/urogenital organs.

PHED 248 — Advanced Athletic Training II. 2 hours. The last of four core Athletic Training courses designed for students seeking N.A.T.A. certification. Training room management will be stressed. Topics include administration, communication skills, goal setting, budget, computer use, sport-medicine research design, strength/exercise theory, N.A.T.A. certification exam review, team responsibilities, and Sports-medicine philosophy.

PHED 260 — Individual Sports Skills. 2 hours. Emphasis is placed on acquiring skills in a variety of individual sports.

PHED 270 — Team Sports Skills. 2 hours. Emphasis is placed on acquiring skills in a variety of team sports.

PHED 310 — Curriculum Design in Physical Education. 3 hours. A study of curriculum and various methods used in teaching physical education in grades 6-12 for both regular and special populations. Prerequisites: PHED 260, 270.

PHED 352 — Assessment and Evaluation of Physical Education. 3 hours. Introduction to scientific assessment and evaluation, special studies, research projects, and instrumentation applied specifically to physical education for both regular and special populations.

PHED 360 — Physiology of Exercise. 3 hours. Study of various systems of the human body when subjected to various degrees of physical work. Prerequisite: BIOL 246 and 247.

PHED 364 — Instructional Methods in Secondary Physical Education. 3 hours. Theory and practice of basic teaching methodology for the secondary physical educator. Emphasis on problem solving and traditional approaches to learning. Unit planning, daily lesson plans, teaching aids, and materials for both regular and special populations.

PHED 367 — Methods and Materials in Physical Education for the Elementary School. 3 hours. A study of curriculum and various methods used in teaching physical education in Grades K-6. The course includes lesson and unit planning, organizational procedures and methods used in teaching basic movement, stunts and tumbling, rhythms, and sports skills.

PHED 370 — Adaptive Physical Education. 3 hours. A course designed to acquaint the student with the principles of planning and conducting an adaptive physical education program to meet the needs of handicapped students. The public laws and their applications to the physical educator are included.

PHED 471 — Organization and Administration of Physical Education. 3 hours. A study of the aims and objectives of physical education as related to those of general education. Principles of dealing with finance, school-home relations, scheduling, eligibility, the press, maintenance, and personnel are studied.

PHED 472 — Kinesiology. 3 hours. Study of the human body in motion. Prerequisite: BIOL 246, 247.

PHED 494 — Practicum In Physical Education. ½ hour. Designed to give the physical education major or minor a first-hand experience in the instruction of physical education. This experience will be preliminary to and will assist the student in their preparation for student teaching.

PHED 496 — Practicum In Athletics and Recreation. 2 hours. Designed to give non-teaching physical education majors or minors an in-service training experience at YMCA or other recreational setting. A student may enroll in this course twice for a maximum of four hours.

PHED 498 — Practicum In Athletic Training. 1-5 hours. Designed to give the student first-hand athletic training experience under the direct supervision of an N.A.T.A. certified athletic trainer. Hours must be accumulated over a minimum period of two years but not exceeding five years. One hour credit for each 300 hours completed.



Professor Bill Greiner demonstrates water color technique for a student in the Art Department in Larsen Fine Arts Center.

Division of Fine Arts

Fine Arts — FINA

Art — ART

Music — MUSI

Applied Music — MUAP

(Strings) MUST, (Vocal) MUVO,

(Brass) MUBR, (Organ) MUOR,

(Piano) MUPI, (Woodwinds) MUWO,

(Percussion) MUPE

Church Music — MUCH

Music Education — MUED

Music Literature — MULT

Music Theory — MUTH

Harlow Hopkins, Division Head

The Division includes the Departments of Art and Music.

The objectives of the Division of Fine Arts are twofold. Realizing that a knowledge of the fine arts is a vital part of any liberal education, the Division attempts (1) to develop an intelligent appreciation of, and desire for, the arts that will be of lasting value in the life of every student; and (2) to prepare those professionally interested in the area of music, church music, art and teaching.

Fine Arts — FINA

FINA 101 — Introduction to Fine Arts. 3 hours. A general education course designed to give the student an understanding of the basic structural similarities in the aural art of music and the visual arts of painting, sculpture, architecture.

FINA 177, 178, 377, 378 — Radio Workshop. 1 hour each semester. A study of the equipment and materials used in broadcasting, including the operation of control room equipment (mixing panel, record turntables, tape machines, etc.) and the writing and delivery of material for broadcasts of a sacred and secular nature: commercials, newscasts, and devotional programs.

Art Department — ART

Faculty

DONALD ROYAL (1986)

Associate Professor of Art; Chair, Department of Art

B.S., 1978, Ball State University

M.S., 1982, Indiana University Southeast

Ed.D., 1986, Ball State University

WILLIAM GREINER (1989)

Assistant Professor of Art

B.F.A., 1981, Illinois State University

M.F.A., 1984, University of South Dakota

The courses offered by the Department of Art are aimed at developing a broad foundational understanding of the elements and principles of art, and a deep specialization in one of five art areas of choice: drawing, painting, art history, commercial graphics, or art education.

The combination of a breadth of foundational study, the depth of specialization, and an understanding of the history of art provides a strong program in all areas of concentration.

The curriculum is structured to allow students to have flexibility in their search for concepts and art mediums most compatible with their needs and interests. The studio experience is designed for exploration and the development of professional, individual artists. Each student is expected to be committed to art and dedicated to his/her own career goals.

Each freshman/sophomore must complete the 100 and 200 level core courses before moving into the areas of concentration study. Once a concentration is chosen, each student will be assigned an adviser for the specific concentration they have chosen. The student and adviser will define the plan of courses the student will take to complete the requirements.

Art Department lab fees are assessed at the time of Registration to support instructional equipment. These fees cover operating, maintenance and replacement costs. Lab fees do not provide for Art students' personal supplies.

Art Major: B.A. or B.S. 39-41 hours.

Required core courses:

ART 103, 204 — Drawing I, II
123 — Design I
125 — Three-Dimensional Design
172 — Intro. to Photography
190 — Portfolio I
231 — Painting I
290 — Portfolio II
371, 372 — History of Western Art I, II
390 — Portfolio III
470 — Italian Renaissance Art
471 — History of Modern Art
490 — Portfolio IV
496 — Senior Project

Art Concentrations (select one):

A. Drawing Concentration: 10 hours

ART 205 — Drawing Studio III
306 — Drawing Studio IV
323 — Printmaking I
403 — Drawing Composition
406 — Drawing Studio V

B. Painting Concentration: 12 hours

ART 232 — Painting Studio II
331 — Painting Studio III
332 — Painting Studio IV
333 — Water Media
431 — Painting Studio V
432 — Painting Studio VI

C. Art History Concentration: 11 hours

ART 315 — Historical Dress/World Cultures
343 — Heritage of Interiors
375 — History of Nonwestern Art
475 — Art History Seminar

D. Commercial Graphics Concentration: 12 hours

- ART 251 — Commercial Graphics I
325 — Commercial Graphics: Typography
335 — Watercolor for Illustration
352 — Commercial Graphics III
451 — Commercial Graphics: Studio Techniques
455 — Commercial Graphics: Field Placement

Art Teaching Major: B.A. or B.S. 33 hours.

Required:

- ART 103, 204 — Drawing Studio I, II
105 — Crafts Studio
123 — Design Studio I
125 — Three-Dimensional Design
172 — Intro. to Photography
201 — Ceramics: Hand Construction
231 — Painting Studio I
302 — Ceramics: Wheel Construction
323 — Printmaking I
325 — Commercial Graphics: Typography
333 — Water Media
371 — History of Western Art I
375 — History of Nonwestern Art

Plus the Professional Education Sequence, including ART 362 — Principles of Secondary Art Education.

Art Studio Minor: 21-24 hours

Required:

- ART 103 — Drawing Studio I
123 — Design Studio I
125 — 3-Dimensional Design
172 — Introduction to Photography
190 — Portfolio I
204 — Drawing II
290 — Portfolio II

Plus one Art History Class and three courses from any one of the following areas:
Ceramics, Commercial Graphics, Drawing, Painting, Photography, or Printmaking.

Art Teaching Minor: 24 hours

- FINA 101 — Introduction to Fine Arts
ART 103 — Drawing I
105 — Crafts Studio
231 — Painting Studio I
375 — History of Nonwestern Art

Plus one ceramics course and 10 hours of Electives in ART.

Recommended Courses for a Student Majoring in Art

Freshman Year — Fall

- GNST 100 — Intro. to College Studies
ART 103 — Drawing Studio I
123 — Design Studio
190 — Portfolio I
BLIT 100 — Bible I
ENGL 102/103 — English Composition I
PHED 150 — Life Fitness
Mathematics Course
Elective in General Educ. or minor

Freshman Year — Spring

- ART 125 — Three-Dimensional Design
204 — Drawing Studio II
ENGL 104 — English Composition II
FINA 101 — Introduction to Fine Arts

Sophomore Year — Fall

- ART 172 — Intro. to Photography
231 — Painting Studio I
371 — History of Western Art I
Speech Course
Literature Course

Sophomore Year — Spring

- ART 290 — Portfolio II
372 — History of Western Art II
Science Course
Art course in concentration

Students in the Art Teaching major program will need to take EDUC 101 and 249, and PSYC 101 in the Freshman and Sophomore years.

Courses

ART 103 — Drawing Studio I. 2 hours. A basic course in fundamentals of drawing and composition. An experimental course using a variety of media in the study of line, value, and form.

ART 105 — Crafts Studio. 2 hours. A course in elementary crafts with experimentation in a variety of projects including clay, stitchery, paper mache and wood sculpture. Emphasis on three-dimensional materials.

ART 111 — Textile Design. 3 hours. Same as HMEC 111.

ART 123 — Design Studio I. 2 hours. A basic foundation course in the fundamentals of the visual arts. Experiences in studio problems are geared to helping the student equate the information given. The course stresses discipline in arts, language, the understanding of the elements of art, and color theory.

ART 125 — Three-Dimensional Design. 3 hours. Examines the composition and plasticity of three-dimensional forms through design and construction involving various media. Prerequisites: ART 103, 123, or permission of Instructor.

ART 140 — Interior Design. 3 hours. Same as HMEC 140.

ART 172 — Introduction to Photography. 2 hours. The essentials of beginning photography, film types, filters, camera handling and photographic composition will be studied. Two major photographic projects will be completed that demonstrate a creative approach to beginning photography: a picture story book and a slide/sound presentation. Photo creating class sessions will be devoted to still life and portraiture. The emphasis of the class is upon creativity in image making at the beginning level.

ART 190 — Portfolio I. ½ hour. A freshman level portfolio course to be taken in the fall of the freshman year at Olivet. The beginning level portfolio class will include discussions about curriculum in the art department, the "Embedded figures test", writing of several papers based on readings and discussions. Each student will be required to take slides of their studio work plus submit a portfolio, including written statement, slide documentation, permanent slide record for the department and actual art works.

ART 201 — Ceramics: Hand Construction. 3 hours. Experience in basic hand-building methods in clay construction. The student will develop skills in coil, slab and pinch techniques, and become familiar with the techniques of applying glaze and engobes.

ART 204 — Drawing Studio II. 2 hours. A continuation of experimental drawing with an emphasis on the human form. Concentrated drawings of the body and face in black and white media will constitute the beginning of the course. A shift will then take place from black and white to color mediums such as pastel and color pencil. A more contemporary approach will then end the semester course. Prerequisites: ART 103, 123, 190, or permission of Instructor.

ART 205 — Drawing Studio III. 2 hours. Studio work in drawing the human figure with activities involving techniques, anatomy and design in varied media. Prerequisites: ART 103, 123, 125, 204, 231, or permission of the Instructor.

ART 231 — Painting Studio I. 2 hours. A beginning course for all persons interested in the use of oil paints. Studies in still life, landscapes, and portrait work. Prerequisites: ART 103, 123, 125, 190, 204, or permission of Instructor.

ART 232 — Painting Studio II. 2 hours. A continuation in the study of painting techniques. Studio problems are based on past and present techniques in painting. Specific areas to be covered are old master techniques, color theory, composition/arrangement and the finishing of a painting. Prerequisite: ART 231 or permission of the Instructor.

ART 251 — Commercial Graphics I. 2 hours. This course includes basic letter design by steel pen, brush, paper cutting and stencil; newspaper and advertising layout; study of positive and negative shapes; properties and use of color; fashion illustration; and techniques of creating commercial art. Prerequisites: ART 103, 123, 125, 190, 204, or permission of Instructor.

ART 272 — Photography II 2 hours. Continues the use of the hand held 35mm camera as a tool to express ideas and emotions with emphasis on the development of a personal aesthetic. Course stresses dark room procedures and manipulation of the negative to achieve artistic effect. Prerequisite: ART 172.

ART 290 — Portfolio II. 1/2 hour. A sophomore level portfolio course to be taken in the spring semester of the sophomore year at Olivet. The class is a continuation of the beginning level. Students are encouraged to participate more in the decision making process about their career. This class explores the laws of copyright and its effects on artists. Students will explore, through a research and interviewing process, what direction their career will take.

ART 300 — Perspective and Rendering. 3 hours. This course begins with the practical application of perspective, light, shade and other rendering techniques for the designer. A focused shift will take place during the semester to perspective sketching and delineations of architectural structures. Various media and application techniques will be stressed for professional results and presentation. This course does not apply toward the requirements of an art major. Prerequisites: ART 103 and 251 or permission of the instructor.

ART 302 — Ceramics: Wheel Construction. 3 hours. Experience on the potter's wheel (the electric and kick-wheel). The student will develop skills in centering, raising, footing, and finishing wheel-thrown ware. Glazing, staining and texturing of the finished ware will be emphasized.

ART 303 — Ceramics: Advanced Techniques. 3 hours. Advanced studio projects reflecting a high level of technical and conceptual approaches. May be repeated for an additional 3 hours credit. Prerequisites: ART 201 and 302.

ART 306 — Drawing Studio IV. 2 hours. Further study rendering the human figure with attention given to color and composition. Prerequisite: ART 205.

ART 315 — Historical Dress and World Cultures. 3 hours. Same as HMEC 315.

ART 323 — Printmaking I. 2 hours. Intaglio, monotyping, woodprint, silkscreen to include photo emulsion, and plexiglass will be covered. Prerequisites: ART 103, 123, 125, 190, 204, 290, or permission of instructor.

ART 325 — Commercial Graphics/Typography. 2 hours. This course uses studio experiences to develop a business logo and language. Each student will explore a number of problems in card making, pop-up designs, bookbinding: soft and hard bound covers. The students will use the Macintosh Classic computer for layouts and designing. Prerequisite: ART 251.

ART 326 — Printmaking II. 2 hours. Intense study of the printmaking process studied in Printmaking I. The study of color printmaking is further explored. Prerequisite: ART 323.

ART 327 — Printmaking III. 2 hours. Individual research with emphasis on ideas, processes and experimentation. Students will be encouraged to develop the foundation of personal content. Prerequisites: ART 323, 326.

ART 331 — Painting III. 2 hours. Theory and Practice of painting at an advanced level. Students will be encouraged to paint images of their desire and interest. Prerequisites: ART 231, 232.

ART 332 — Painting IV. 2 hours. Advanced studio problems explored. Prerequisites: ART 231, 232, 331.

ART 333 — Water Media. 2 hours. The students will learn two approaches in water color: direct and indirect. The direct approach is the traditional methods of watercolor; wet on wet, glazing. The indirect methods are splattering and pouring the paint onto a prepared surface for unique looking paintings. Demonstrations will be an integral part of the course. Prerequisites: ART 103, 123, 125, 190, 204, 290, or permission of Instructor.

ART 335 — Watercolor for Illustration. 2 hours. This course builds on water media processes, but emphasizes detail and lighting and specific techniques used to create illustration for advertising. Prerequisites: ART 251, 333.

ART 343 — Heritage of Interiors. 3 hours. Same as HMEC 343.

ART 352 — Commercial Graphics III. 2 hours. Continuation of ART 251 into more advanced work. Prerequisite: ART 251, 325.

ART 362 — Principles of Secondary Art Education. 3 hours. Teaching methods at the secondary level. Emphasis is placed upon behavioral objectives, group participation, experience in innovative teaching techniques, and experimenting with various media. Course includes a 45 hour practicum.

ART 371 — History of Western Art I. 3 hours. A study of the plastic and pictorial expression of art in the western world.

ART 372 — History of Western Art II. 3 hours. This course continues as a survey course in the area of visual arts, starting at the proto-Renaissance and continuing through to the 1980s. A tour of the Art Institute in Chicago is a requirement of this course.

ART 375 — History of Nonwestern Art. 3 hours. A survey of ethnographic applied arts of the major African, Oceanic, Pre-Columbian, Eskimo, Native American, Asian, Far Eastern and Islamic cultures. Works include pottery, mosaics, stained glass, weaving, rug crafts and more.

ART 390 — Portfolio III. 1 hour. A junior level portfolio course to be taken in the fall semester of the junior year at Olivet. This course explores the reasons behind the making of art and creativity in general. Asking questions from within and taking control of their artistic interests. This level of Portfolio requires upper division slides, artist statement and the beginning of a resume. Students will be challenged to consider their career choices of graduate school or job market. Student will research job opportunities in their area of interest and begin the task of learning interviewing techniques. Requirement: 2 sets of 20 slides of upper division work, one set to be kept by the department, the other for the student personal documentation, artist statement, a letter of intent to the department of career plans, resume.

ART 403 — Drawing Composition. 2 hours. An intensive study of individual styles and characteristics in drawing. This course is intended to bring the students to the highest level possible in skills using various media and drawing instruments. Major areas to be covered include the human figure (using students in the class) and occasionally a hired model (fully clothed). An intensive look at composition on the cognitive level of art and color theory applications will be emphasized. Prerequisites: ART 103, 204, 205, 306.

ART 406 — Drawing V. 2 hours. Further study rendering the human figure with attention given to value and textural aspects of the composition. Prerequisite: ART 306.

ART 431 — Painting V. 2 hours. Continuation of Painting IV with preparation of a senior exhibit and gallery work. Prerequisite: ART 332.

ART 432 — Painting VI. 2 hours. Continuation of Painting V with preparation of a senior exhibit and gallery work. Prerequisite: ART 431.

ART 451 — Commercial Graphics: Studio Techniques. 2 hours. An advanced class in the various production techniques utilized in a commercial studio. Areas of study include silk-screen, air-brush, offset and other techniques. Prerequisite: ART 352.

ART 455 — Commercial Graphics: Field Placement. 2 hours. A 100-clock hour placement in a producing print shop. The student will acquire hands-on experience working all facets of the production phase of commercial graphics. Prerequisite: ART 451.

ART 470 — Italian Renaissance Art. 3 hours. An examination of various topics appropriate to the study of the Renaissance. Emphasis on trends, artists, and the church. This course will focus on Italian painters and sculptors. Prerequisites: ART 371, 372.

ART 471 — History of Modern Art. 3 hours. A survey course of the visual arts from the late 19th Century up to the present time. Areas to be explored are Impressionism, Dadaism, Expressionism, Abstraction, Op and Pop Art, and Contemporary American Visual Art. Field trips to the Art Institute in Chicago will play an important role in the course.

ART 472 — Photography Seminar. 2 hours. Advanced study of photographic issues. Discusses aesthetic, criticism and current imagery as well as photography's relationship to other media. Photo journalism, portraiture, and portfolio work will be included. Prerequisite: ART 272.

ART 475 — Art History Seminar. 2 hours. A course focuses on research topics in art history. The student will be required to choose a period/style and artist(s) of the period/style to research. The student will develop an in-depth written report and visual/oral presentation.

ART 490 — Portfolio IV. 1 hour. A senior level portfolio course to be taken in the spring semester of the senior year at Olivet. This advanced level of portfolio prepares the student for graduation. Each student will be encouraged to seek out business people to sponsor them for a two week period of indepth study from that sponsor. Each student will be required to write a reflective paper assessing the department of art and the students preparation for entering the job market or graduate school, document 2 sets of 20 upper level slides, review with art department faculty, all four years of slide records, and submit a final artist statement and resume.

ART 496 — Senior Project. 1 hour. Senior level preparation for the individual's senior Art show requirement. Individual contracts in which a contract is drawn up with the instructor. Students select the areas in which they wish to concentrate. Prerequisites: lower division courses offered in that option.



Music Department — MUSI

Faculty

HARLOW E. HOPKINS (1954)

Professor of Music;

*Head, Division of Fine Arts
and Chair, Music Department*

B.S. 1953, Olivet Nazarene University

M.Mus. Ed., 1956, American
Conservatory of Music

D.Mus., 1974, Indiana University
University of Illinois

GERALD ANDERSON (1978)

Professor of Music

B.S., 1973, Southern Nazarene University

B.Mus., 1975, Texas Tech. University

M.Mus., 1977, Texas Tech. University

D.M.A., 1985, American Conservatory of
Music

D. GEORGE DUNBAR (1969)

Professor of Music

B.S., 1958, Olivet Nazarene University

B.S., 1959, Olivet Nazarene University

M.Mus., 1960, University of Illinois

D.M.A., 1970, University of Southern
California

ALICE EDWARDS (1971)

Associate Professor of Music

B.Mus., 1969, University of Oklahoma

M.Mus., 1971, University of Michigan

RUTHMARIE EIMER (1976)

Associate Professor of Music

B.S., 1969, Olivet Nazarene University

M. Mus. Ed., 1977; Advanced Certificate in
Music Education, 1982, University of
Illinois

TIMOTHY NELSON (1976)

Professor of Music

B.A., 1974, Taylor University

M.Mus., 1976, University of Illinois

Associate Certificate — American Guild
of Organists

D.Mus., 1989, Northwestern University

JOE M. NOBLE (1976)

Associate Professor of Music

B.A., 1956, Luther College

M.A., 1962, University of Iowa
Northwestern University

JOHN REINICHE (1986)

Assistant Professor of Music

B.S., 1977, Ball State University

M.Mus., 1978, Ball State University

Indiana University

OVID YOUNG

Special Lecturer in Music

B.S., Olivet Nazarene University

M.M., Roosevelt University

D.Litt, Olivet Nazarene University

Adjunct Faculty

DONNA BRIGGS

Horn

B.A., University of Chicago

B.A. (Mus.Ed.), Governors State University

WILLIAM GADE

Percussion

B.S., Northwestern University

PAUL GERMANO

Trombone

B.S., Millikin University

ERIK LARSON

Oboe

B.S., Roosevelt University

M.S., Northern Illinois University

MICHELLE LEWIS

Flute

B.Mus., Roosevelt University

ERIC PENROD

Trumpet

B.S., Olivet Nazarene University

FRAN SMET-MEHRER

Bassoon

B.S., Illinois Wesleyan University

ROBERT SNOW

Low Brass

B.S., Eastern Illinois University

The Department of Music Department exists to produce students who possess the requisite skills and knowledge to find success in the careers of their choice, and who can meet the musical needs of the University, community, and Olivet educational region; provide courses and musical experiences for the general university student; and encourage a personal commitment to Christ and a life of service to others.

General Regulations

The Department Head shall determine which students will enroll with each teacher, such enrollment being based primarily upon the needs of the students and the field of specialization of the teacher.

Students who desire collegiate standing or advanced credit in applied music must be prepared to play or sing two or three solo works from standard repertoire before members of the music faculty. Memorization is recommended.

Transferred work in applied music and theory will receive credit subject to examination or to satisfactory study in courses of similar content or in sequence in Olivet Nazarene University. Work taken under private teachers or from unaccredited schools may be validated for credit by the student's passing proficiency examinations.

No student is allowed to study music with a teacher not on the staff of the Department of Music, nor to belong to a musical organization on or off campus, without permission from the Head of the Department of Music. Applied music students should not make public appearances without consent of the applied instructor.

Applied music students must practice regularly as follows:

Class piano students, a minimum of five hours per week.

Class voice students, a minimum of four hours per week.

Private students of piano, voice, organ and all other instruments, a minimum of six hours for every half hour lesson per week.

A course in applied music will be regarded as failed if the student has not fulfilled the required number of lessons during the semester, viz., thirteen lessons. The instructor is not responsible for the make up of lessons missed by the student except when a bonafide reason for the absence is presented.

Students concentrating in Music are required to attend 12 concerts and/or recitals per semester while music minors and all others studying applied music are required to attend 6 concerts per semester. Failure to meet this requirement will cause the final applied semester grade to be lowered.

Four semesters of Choral Union are required for all concentrating or minoring in Music. Exceptions will be made for orchestra

members when Choral Union and the University Orchestra perform jointly.

Keyboard work must be carried concurrently with theory courses (MUTH 100, 110, 200, 210) unless the student has had several years of serious keyboard study prior to entrance at Olivet. No student concentrating in Music Education will be permitted to do student teaching until completing the equivalent of Piano 104, either privately or in class.

All those concentrating in music are required to participate in a senior recital that includes music from the major style periods. All recitals must be approved in advance by the Department Head in cooperation with the applied teacher.

The progress of each student in his major applied area will be noted at the end of the second year of study and a judgment rendered at that examination as to his readiness to proceed into Upper Division (300 and 400 level).

Questions concerning entrance requirements and general regulations should be addressed to the Head of the Department of Music.

Uniform Track for all Music Concentrations

This three-semester sequence is required of all who are concentrating in music.

First Year, first semester:

Applied Music — 2 hours

Music Theory 100

Class Piano — 1 hour

Careers in Music

Choral Union or Orchestra

Other Ensemble

Faculty Review

First Year, second semester:

Applied Music — 2 hours

Music Theory 110

Aural Skills 111

Class Piano — 1 hour

Ensemble

Faculty Review

Second Year, first semester:

Applied Music — 2 hours
Music Theory 200
Aural Skills 201
Class Piano — 1 hour
Introduction to Music Literature
Choral Union or Orchestra
Other Ensemble
Faculty Review

A **comprehensive Musicianship Exam** will be administered near the conclusion of the third semester. If the exam is passed with a satisfactory score, the student may then be admitted to one of the four music programs: Church Music, Church Music/Christian Education, Music Education, or Music Performance.

Optional Areas of Concentration

Music Education.

It is the objective of the Department of Music to provide training and experiences to properly qualify students for positions as teachers or supervisors of music in the public schools. The program meets the requirements of the State Board of Education and of the Illinois Limited State Special Certificate which qualifies the holder to teach and supervise music in grades 1-12.

Music Education concentrations must have upper division status in applied music before they can apply for student teaching placement.

Music Education Concentration: 51-58 hours. B.A. or B.S.

Required:

MUTH 100, 110, 200, 210 — Music Theory
MUED 101 — Careers in Music
MUTH 111, 201, 211 — Aural Skills
MULT 190 — Intro. to Music Literature
MUTH 300 — Form and Analysis
MUCH 377 — Music in Worship
MULT 390, 391 — Music History and Literature
MUTH 494 — Instrumentation
MUAP 495 — Senior Recital
MULT 183 or 383 — Choral Union
(4 semesters) MULT 177 or 377 — Music Drama (2 semesters)
Applied Music Emphasis — 10 hours
Piano (non-keyboard emphasis) — 0-4 hours
Voice (non-voice emphasis) — 0-2 hours

MULT 202 — Accompanying
(4 semesters for piano emphasis)
Additional ensemble for non-piano
major — 4 semesters

Vocal Option:

MULT 370 — Vocal Literature and Pedagogy

Instrumental Option:

MUED 180 — Percussion Instruments
280 — String Instruments
380 — Woodwind Instruments
381 — Brass Instruments

Plus the Professional Education Sequence including:

EDUC 375 — Instrumental Methods and Conducting
or 378 — Choral Methods and Conducting
460 — General Music Methods

Preparatory applied course credit does not count toward the applied music emphasis. The 10 hours of college level credit are to be divided into 8 hours lower division and 2 hours upper division. It is strongly recommended for students concentrating in piano that MULT 305 — Piano Pedagogy be substituted for 2 hours of the applied music upper division requirement.

Piano and Voice Proficiencies are required. Normally the piano requirement is met by the end of the fifth semester. It **must** be met before student teaching can begin. Successful completion of Piano 104 will fulfill this requirement should the student elect to take the course instead of the piano proficiency exam.

Since the curriculum in music education has very few electives, students are advised that at least one summer session in addition to the regular eight semesters may be required to complete the degree in this field.

Church Music.

For students who expect to be church musicians, the Department offers a program intended to give a comprehensive and thorough technical training along with the deeply spiritual emphasis of the university.

Believing that spiritual fervency and technical proficiency can be combined, Olivet presents a church music program which will enable the graduate to take his place in church music circles with effectiveness.

The curriculum is designed for the person who desires extensive training in order to give the best possible service to the church.

Church Music Concentration: 65½-69½ hours. B.A. or B.S.

Required:

MUTH 100, 110, 200, 210 — Music Theory
MUED 101 — Careers in Music
MUTH 111, 201, 211 — Aural Skills
MULT 190 — Music Literature
MUTH 300 — Form and Analysis
MUCH 377 — Music in Worship
MUED 378 — Choral Methods and Conducting
MUCH 379 — Music in the Church Service
MULT 390, 391 — Music History and Literature
MUCH 478 — History of Church Music
MUCH 487 — Supervised Music Ministry
MUTH 494 — Instrumentation
MUAP 495 — Senior Recital

MULT 177 or 377 — Music Drama
(1 hour)

MULT 183 or 383 — Choral Union
(4 semesters)

MULT 202 — Accompanying
(4 semesters for keyboard emphasis)

Additional ensemble (4 semesters for 2 hours
for non-keyboard emphasis)

Applied Music Emphasis — 14 hours
Voice (non-voice emphasis) — 2 hours
Organ (non-organ emphasis) — 2 hours
Piano (non-keyboard emphasis) —
4 hours

MUED 375 — Instrumental Methods and Conducting

or 460 — General Music Methods

Piano proficiency is required of all church music concentrations.

Required Supporting Courses:

PSYC 101, 211 or 212

EDUC 249 — Educational and
Developmental
Psychology

Christian Education/Church Music Concentration:

68½ hours. B.A. or B.S.

Required:

MUTH 100, 110, 200 — Music Theory
MUED 101 — Careers in Music
MUTH 111, 201 — Aural Skills
MULT 190 — Music Literature
MUED 378 — Choral Music and Conducting
MUCH 379 — Music in the Church Service
MULT 391 — Music History and Literature

Voice and Piano — 12 hours, with a
minimum of 4 hours of each

MULT 183 or 383 — Choral Union
(4 semesters)

MUCH 478 — History of Church Music

MUCH 480 — Supervised Conducting
Practicum

MUTH 494 — Instrumentation

And 4 hours selected from

MUED 180 — Percussion

280 — String

380 — Woodwind

381 — Brass

Piano proficiency is required of all
Christian Education/Church Music majors.
Successful completion of MUPN — Piano 104
will fulfill the requirement should the student
elect to take the course instead of the piano
proficiency exam. In addition, 23 hours of
Christian Education courses are required, as
follows:

CHED 115, 301, 364, 377, 451, 452, 471, 491,
492, and 2 hours of upper division electives in
CHED.

Music Performance.

This concentration is offered for the outstanding student already displaying a high calibre of attainment, who is pursuing work in solo and ensemble performance, accompanying, and college or private teaching. Available in the following areas: voice, piano, organ, clarinet, and violin. Students wishing to teach in the public schools should choose the Music Education curriculum.

Admission to this major is by audition only. Auditions should include pieces which are representative of the various historical periods in music. Memorization is expected.

Music Performance Concentration: 66-69 hours. B.A. or B.S.

Required:

MUTH 100, 110, 200, 210 — Music Theory
MUED 101 — Careers in Music
MUTH 111, 201, 211 — Aural Skills
MULT 190 — Music Literature
MUTH 300 — Form and Analysis
MUCH 377 — Music in Worship
MULT 390, 391 — Music History and Literature
MUAP 395 — Junior Recital
MUAP 495 — Senior Recital

Applied Music Emphasis — 20 hours

MULT 202 — Accompanying
(4 semesters for piano emphasis)
MULT 183 or 383 — Choral Union
(4 semesters)
Additional ensembles for non-keyboard emphasis — 2 hours

MULT 177 or 377 — Music Drama
Voice 0-2 hours for non-voice emphasis
Piano 0-4 hours for non-piano emphasis
Pedagogy and Literature 2-4 hours

An additional 5-6 hours selected from:
MUED 375 — Instrumental Methods and Conducting

MUED 378 — Choral Methods and Conducting

MUTH 494 — Instrumentation

In meeting General Education Requirements, the Voice Performance concentration must include 8 hours of either

French or German, and also 4 hours of the other language (French or German).

Music Minor: 20 Hours

Required:

MUTH 100 — Music Theory
MULT 190 — Music Literature
MUCH 377 — Music in Worship
MULT 183 or 383 — Choral Union
(4 semesters)
Applied music at college level — 6 hours and 6 hours of music elective courses.

Music Teaching Minor: 24 Hours

Required:

MUTH 100, 110 — Music Theory
MUTH 111 — Aural Skills
MULT 190 — Introduction to Music Literature
MUED 460 — General Music Methods
MULT 183 or 383 — Choral Union,
(4 semesters)
Applied Music — 8 hours

Typical Classes for a Student Majoring in Music

Freshman Year

Careers in Music
Introduction to Music Literature
Music Theory
Aural Skills
Freshman Composition
Bible I
Introduction to Fine Arts
Physical Education
Choral Union and other Ensemble
Applied Music Lessons

Sophomore Year

Aural Skills
Music Theory
Christian Doctrine
Introduction to Psychology
History
Choral Union and other Ensemble
Applied Music Lessons
Natural Science

Applied Music — MUAP

An emphasis of applied music is required of all those concentrating in music. A placement hearing is required prior to registration for any

applied music course. Registration is to be initiated in Larsen Fine Arts Center Music Offices.

Instruction is available in the following areas. The initials indicate the academic department designation, such as MUPN.

MUBN	Bassoon
MUCL	Clarinet
MUEU	Euphonium
MUFL	Flute
MUHD	Harpsichord
MUHN	Horn
MUOB	Oboe
MUOR	Organ
MUPE	Percussion
MUPN	Piano
MUSA	Saxophone
MUSB	String Bass
MUTB	Trombone
MUTR	Trumpet
MUTU	Tuba
MUVA	Viola
MUVN	Violin
MUVC	Violoncello
MUVO	Voice

Preparatory Level courses are for beginning to intermediate instruction. Preparatory credit does not count toward the applied music emphasis for music majors or minors. Instruction may be either private or group, depending on the applied area. Preparatory courses are for one hour credit per semester and are designated by course numbers ranging from 101-104.

College Level courses are for advanced instruction. In most cases, students register for 2 hours per semester. There are two categories of College Level courses, Tier I and Tier II. If a student registers for Tier I, the level of memorization and final examination requirements may be relaxed at the discretion of the instructor.

Any university student placed at the College Level may register for Tier I. In addition, music majors may wish to take secondary applied work at the Tier I level. Tier I courses are numbered 109 or 110.

Tier II College Level applied music courses require memorization and final exams. Tier II courses are designed for those concentrating in music who are taking work in their primary applied area. Tier II courses are numbered 111-112 for first year courses, 211-212 for second year, 311-312 for third year, and 411-412 for fourth year.

Students who register for Tier I may upgrade a maximum of four hours of credit of their registration to Tier II with permission of the instructor and satisfactory performance on a proficiency exam.

Representative course descriptions include:

Keyboard Instruments

MUPN 101, 102, 103, 104 — Preparatory Piano. 1 hour each semester. Class piano instruction. Development of general technical principles; sight reading; pedal technique; scale technic; playing the principal chords in all keys, and harmonization of simple melodies using these chords; transposition and score reading; playing by ear; playing of folk songs and hymns. Preference for admission to the 12-piano lab is given to students for whom the course is required.

MUPN 109, 110, 111, 112, 211, 212 — Piano. Private instruction dealing with the less difficult compositions from the Baroque, Classical, Romantic, and Twentieth Century periods. Instruction will be given in technique, sight reading, transposition, accompanying, and ensemble playing. Each student must pass a playing exam at the end of the semester which will include technique and memorized repertoire. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: MUPN 104 or permission of instructor.

MUPN 311, 312, 411, 412 — Piano. 2 hours each semester. Continued private instruction. The student should cultivate a well-balanced repertoire comprising compositions of baroque, classic, romantic, and modern composers. The senior recital is usually performed during the student's enrollment in MUPN 412. Performance concentration: see Recitals. A playing exam is required at the end of each semester.

MUOR 101, 102, — Preparatory Organ. 1 hour. For the student who does not wish to emphasize organ, or who has insufficient piano background to begin study on the collegiate level. Piano foundation in scales, simple classical pieces and hymns is required. MUOR 101 includes fundamentals of organ technique, major scales on pedals, hymn arrangements, and easier pieces for service playing. Emphasis upon Richard Enright instruction book and Master Studies.

MUOR 109, 110, 111, 112, 211, 212 — Organ. Instruction books include the Harold Gleason, Richard Enright, and Marcel Dupre methods. Nilson pedal studies, major and minor pedal scales, J.S. Bach's Liturgical Year, and Eight Little Preludes and Fugues, Mendelssohn sonatas, contemporary

compositions, basic instruction on the Schulmerich carillons. The student is expected to appear on a recital, play in chapel occasionally, and be able to play hymns and church service music. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: MUOR 102.

MUOR 311, 312, 411, 412 — Organ. J.S. Bach: Larger Preludes and Fugues, Toccatas, Fantasias, selections from Trio Sonatas, or Schubler Chorales. Compositions by Franck, Karg-Elert, Vierne, Langlais, Alain, Messiaen, etc. (Student should be able to do some transposing, modulating, score reading, accompanying, and improvising.) 2 hours each semester, with an examination before a committee.

String and Percussion Instruments

MUVN 101, 102 — Preparatory Violin. 1 hour each semester. Fundamentals of violin technique. Major and minor scales. Technical development through the first positions. Solo pieces, easy concertos and sonatas.

MUVN 109, 110, 111, 112, 211, 212 — Violin. Major and minor scales; studies of Kreutzer, Mazas, Dont, and Sevcik; sonatas by Corelli, Tartini, Handel, LeClair; concertos by Accolay, Rode, and Beriot; program pieces of corresponding difficulty. An examination is required each semester. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: MUVN 102.

MUVN 311, 312, 411, 412 — Violin. 2 hours each semester. Student should show an adequate technical grounding in scales, bowing and phrasing to perform sonatas by Mozart, Beethoven, and Grieg, concertos by Mozart, Bruch or Mendelssohn; solo pieces of equal difficulty.

MUVC 109, 110, 111, 112, 211, 212 — Violoncello. Duport and Kreutzer Etudes; Popper, High School Etudes Books I and II, Romberg Concerto No. 4; Grutzmacher Hungarian Phantasie; Golttermann Concerto in A minor; Corelli Sonata in D minor; Sommartini Sonata in G Major; Franck Caprices; Bach Suite in G Major; Popper Hungarian Rhapsody; D'Albert, Saint-Saens Concertos; Boellmann Variations; pieces from standard concert repertoire. An examination is required each semester. 2 hours each semester, or until qualified to pass the qualifying examination for upper division standing.

MUPE 101, 102 — Preparatory Percussion. 1 hour each semester. Proper gripping of sticks and mallets for technical development and control through standard rudiments, scales, melodies, articulation, intervals and tuning will be emphasized. Literature and methods will include: Stone, Magadini, Lepak/Fricse and Goldenberg.

MUPE 109, 110, 111, 112, 211, 212 — Percussion. 2 hours each semester. Studies by Goldenberg, Musser, Stone, Morales, Chapin, Goodman, Morrello and Abel will be utilized. Emphasis will be placed on reading and interpretational skills for Snare drum, Timpani, Xylophone, Marimba, Multi-Percussion, Vibraphone, Drum Set, Latin Percussion and Accessories. Will also include study in the proper playing of Cymbals and Gongs. Study of solo, orchestral and ensemble literature of major periods in music will include Twentieth Century works. Timpani study will include music for two, three, four and five kettledrums. Marimba study will include four octaves, major and minor scales, arpeggios, and broken chords, and stress proper sticking, grips, and a high level of control with two, three, and four mallets. Attention will be given to sight reading for all instruments. Prerequisite: MUPE 102.

Voice

MUVO 101, 102 — Preparatory Voice. 1 hour. Class study incorporating lectures and practical applications for confidence and poise, posture, diaphragmatic breathing, controlling registers, resonance, vowels, diphthongs, consonants, legato, interpretation and expression, and analysis of vocal performance. Vocalises are taught for improving vocal technique and correcting vocal faults. The repertoire used in the class includes hymns and folk songs. An examination is required at the end of each semester.

MUVO 107, 108 — Class Voice. 2 hours. (College level). Class study incorporating lectures and practical applications for confidence and poise, posture, diaphragmatic breathing, controlling registers, resonance, vowels, diphthongs, consonants, legato interpretation and expression, analysis of vocal performances, and the basic rules of Italian diction. Vocalises are taught for improving vocal technique and correcting vocal faults. The repertoire used in the class includes hymns, folk songs, oratorio arias and Italian art songs of the 16th and 17th centuries. An examination is required at the end of each semester. Entrance Requirements for Majors: To enter private instruction in voice, the student should have completed the equivalent of MUVO 108 — Class Voice.

MUVO 109, 110, 111, 112, 211, 212 — Voice. (Private lessons) Elements of voice culture; correct breath management; throat freedom through correct approach to vowels and consonants; rhythm, intervals, scales, arpeggios; stage deportment; Sieber, Vaccai; songs in English and Italian, German Lieder and classical arias. An examination is required each semester. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: MUVO 108.

MUVO 311, 312, 411, 412 — Voice. (Private lessons). Continued technical development, the sustained tone of Italian bel canto, ornamentation, the laws of interpretation, tone color; correct pronunciation, enunciation and articulation; advanced vocalises such as Panofka and Marchesi; operatic and oratorio recitatives and arias; modern Italian, German, French, English and American songs. 2 hours each semester, and until approved for senior recital. The candidate for graduation must present a recital of literature of the major periods, in the original language, showing in understanding of the various contrasting styles.

Woodwind Instruments

MUCL 101, 102 — Preparatory Clarinet. 1 hour. Production of tone, breathing, articulation. Scale studies and arpeggios. Elementary Solos to more advanced.

MUCL 109, 110, 111, 112, 211, 212 — Clarinet. Rose: Forty Studies; Solos such as Weber's Concertino, Fantasy and Rondo. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: MUCL 102.

MUCL 311, 312, 411, 412 — Clarinet. 2 hours each semester. Rose: Thirty-two Etudes; Cavallini, Caprices; Weber, Concerti; Mozart, Concerto; Brahms, Sonatas.

MUFL 101, 102 — Preparatory Flute. 1 hour each semester. Long tones, major and minor scales, simple to difficult articulations. Hickok, Flute Fun. Chromatic scales, broken arpeggios. Wagner, Foundation to Flute Playing; Easy solos such as: Hahn, Transcriptions for flute; Popp-Sousman, Method for Flute; Marquarre, Studies; Kohler, Etudes I and II. Sonatas by Handel.

MUOB 101, 102 — Preparatory Oboe. 1 hour each semester. Posture, breathing, embouchure, long tones, and production of dynamics. Simple melodies and chorales, Barrett, Exercises in Articulation. Major and minor scales. Beginning reed making. Barrett, Exercises in Articulation and Progressive Melodies. Eight solos from Labate, Oboe Repertoire. Gekeles, Methods for Oboe.

MUBN 101, 102 — Preparatory Bassoon. 1 hour each semester. Embouchure, attack, dynamics, scale studies, breath control, articulation, intervals and alternate fingerings. Studies by Weissenhorn. Reed-making. Simple melodies through more advanced solos. Exercises in tenor clef, all major and minor scales, arpeggios, and broken chords. Milde, Studies, Weissenhorn. Duets; Boyd, Famous Melodies for Bassoon.

Brass Instruments

MUTR 101, 102 — Preparatory Trumpet. 1 hour each semester. Basic embouchure, breath control, tonguing, slur, dynamics, development of a two octave range, alternate fingering, scales. Arpeggios, phrasing; simple melodies through more advanced solos.

MUTR 109, 110, 111, 112, 211, 212 — Trumpet. Arban, St. Jacome — Studies by Williams, Duhem, Clarke. All arpeggios and broken chords, M.M. 100 in quarter notes, as in Arban. All minor scales at 4/4 M.M. quarter note = 50 in eighth notes. Major scales at 4/4 M.M. quarter in 16th notes. Single, double and triple tonguing. Amsden's Celebrated Duets. 1 solo each from the Classical repertoire and Romantic to Modern repertoire memorized each semester. Suggested solos: Concert Fantasie. Chords: Petite Piece Concertante, Balay; Etude de Concours, Potit. Scales will be requested by Examining Committee for performance according to above requirements. Scales to be played 1, 2 or 3 octaves, as the compass of the instrument will permit. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: MUTR 102.

MUTR 311, 312, 411, 412 — Trumpet. 2 hours each semester. Arban, St. Jacome's. Major scales 4/4 quarter = 96 in 16th notes. Minor scales 4/4 quarter = 50 in 16th notes. Arpeggios and broken chords at 100 in quarter note as in Arban. Intro. to Williams Transposition Studies. Single, double, and triple tonguing intensified study. Arban Characteristic Etudes. Amsden and Arban Duets. Suggested solos: Introduction and Scherzo, Goyens; Lides of Schumann, Brahms, Schubert. 1 solo each from classical and later repertoires memorized each semester. Scales will be requested by the examiners as per above requirements. Scales to be played on 2, or 3 octaves, as the compass of the instrument will permit.

MUTB 101, 102 — Preparatory Trombone. 1 hour each semester. Intro. to the technique and basic fundamentals of trombone playing. Muller, Arban Edwards-Honey, Clarke Methods, Buchtel, 1st Book of Trombone Solos. Studies by Cimeria and Honey. Supplementary studies by Endresen. All scales, arpeggios, broken chords. Solo repertoire to include:

Gioddani, Caro Mio Ben; Tchaikowsky, Valse Melancholique, Donizetti, Romanza.

MUTB 109, 110, 111, 112, 211, 212 — Trombone. 2 hours each semester. Arban, Endresen, and Cimera studies; special studies for legato, articulation, flexibility, and control. Solos recommended: Chords, Concert Fantasia; Solo de Concours, Croce and Spinelli; Martin, Elegie; Bohme, Liebeslied. Scales to be played 1, 2 or 3 octaves, as the compass of the instrument will permit, or until able to pass the qualifying examination for upper division standing. Prerequisite: MUTB 102.

MUTB 311, 312, 411, 412 — Trombone. 2 hours each semester. Arban, Book II. Kopprasch, Book I. Studies in transposition and clef reading. Solos such as Rousseau, Piece Concertante; Blazenich, Concert Piece, No. 5; Grofe, Grande Concerto.

MUHN 101, 102 — Preparatory Horn. 1 hour each semester. Basic fundamentals of embouchure, tone, breathing, use of tongue, and articulation. Pottag-Honey method for Horn. Primary studies for horn, including solos, duets and trios, Horner. All scales and arpeggios; double tonguing; muting; transposition. Concone vocalises. Horner studies. Solos by Kaufman, Boyd, Gounod and Brahms. Kopprasch, Book I.

MUHN 109, 110, 111, 112, 211, 212 — Horn. 2 hours each semester or until able to pass the qualifying examination for upper division standing. Kopprasch studies, Book II. Special studies for flexibility, range, sonority, attack and control. Transportation, clef reading and muting. Solos such as Mendelssohn, Nocturne from Midsummer Night's Dream; Bloch, Chant d'Amour; Beethoven, Adagio Cantabile. Prerequisite: MUHN 102.

MUHN 311, 312, 411, 412 — Horn. 2 hours each semester. Horn passages from Orchestral works. Pottag; Mozart, Concerto for Horn in D Major, No. 1; Haleny-Gault, Romance from Leclair; Mozart Concerto No. 3 in E-flat; Strauss, Concerto for Horn, Op. 11. Execution of lip trill; double and triple tonguing. Schantl, Book IV or equivalent.

Recitals

The recitals are initially given the Departmental Code of MUAP for Applied Music. The actual registration and transcript will show the specialization of the student in applied music, such as MUPN for those emphasizing piano or MUVO for those emphasizing voice.

MUAP 395 — Junior Recital. 2 hours. A well-balanced program of representative works from the baroque, classical, romantic, and modern repertoire to be performed in public by memory. A minimum of one hour duration. Only for those concentrating in performance.

MUAP 495 — Senior Recital. 2 hours. A program similar in nature to the junior recital but demonstrating a broader grasp of repertoire and technique. A minimum of one hour duration.

Church Music — MUCH

MUCH 276 — Elementary Conducting. 2 hours. The basic conducting patterns will be covered along with basic rhythmic development. Hymns and easy anthems will be conducted.

MUCH 377 — Music in Worship. 2 hours. The functions of music in Christian worship; problems in church music administration; study of forms of service of the various Christian churches, with emphasis upon the place of hymns in worship. A brief historical survey of the development of hymnology and a thorough analysis of the Nazarene Hymnal.

MUCH 379 — Music in the Church Service. 2 hours. The selection of organ, choir and hymn repertoire appropriate to the church season. The study and practice of methods to attain unity in the church service. Prerequisites: MUCH 377, or permission of instructor.

MUCH 478 — History of Church Music. 2 hours. The development of the music and liturgy of the church from ancient times to the present, with emphasis upon organ, choir, and congregational music. Prerequisite: MUCH 377, or permission of instructor.

MUCH 480 — Supervised Conducting Practicum. 1 hour. A course designed to give the student practical conducting experience. It may take the place within the University, or may take place in local churches, depending on schedules and need. Prerequisite: MUED 378.

MUCH 487 — Supervised Music Ministry. 2 hours. Placement will be made in a church setting which will provide practical training and serve as a culminating experience for those concentrating in Church Music. Activities may include some or all of the following: choir directing, directing congregational singing, working with children's music, directing a teen choir, directing the church orchestra, arranging for and participating in special music, and selecting music for all of the above. Prerequisite: MUED 378.

Music Education — MUED

MUED 101 — Careers in Music. ½ hour. A survey of the various career options available to a music major following graduation. The course is intended to provide an understanding of the musical, academic and psychological skills required in various careers, and present reasonable expectations regarding responsibilities and rewards. Required for a concentration in music. One lecture period per week.

MUED 177, MUED 377 — Music Drama Production. ½ to 2 hours. A course designed to enable students to study and participate in the workings of the production of music drama. Credit shall be given to students based on the quality of their involvement as well as the amount of time. Up to two hours of credit may be earned in one semester. The faculty member responsible for the course will determine how much credit can be given. May be repeated, but not more than 4 hours credit in Music Drama Production may be earned. No pre-requisites.

MUED 180 — Percussion Instruments Class. 1 hour. Study and development of fundamental skills needed for teaching percussion in a school setting.

MUED 280 — String Instruments Class. 2 hours. Study of violin, viola, cello, bass. Correct fingering, bowing, positions. Methods and materials for school classes.

MUED 281 — Marching Band Techniques. 1 hour. This course is to give students background in the planning, charting, and executing of pre-game and half-time marching band routines, including marching band philosophy, equipment needed, scheduling rehearsals, and plans for working with flag corps, majorettes, rifle team and drum major.

MUED 360 — Instrumental Activities for the Elementary School. 1 hour. An introductory course for the general elementary education major. It is an activities approach to music fundamentals in which beginning concepts of playing the autoharp, recorder will be stressed. Skills will include playing the piano to teach oneself children's song literature, playing the autoharp as an accompaniment instrument for the classroom, and playing familiar tunes on the recorder.

MUED 366 — Music Activities for the Elementary School. 1 hour. An introductory course for general elementary education majors. It is an activities approach to music education stressing singing, playing, listening, creating, and moving. Prerequisite: MUED 360.

MUED 375 — Instrumental Methods and Conducting. 3-4 hours. A course designed to develop the fundamental conducting gestures needed for public school and church use. Organization and development of instrumental ensembles in the public and private schools will be stressed. Appropriate literature for ensembles, both school and church, will be studied. Students will be given opportunities to conduct the University bands and orchestra. All those concentrating in Music Education must register for 4 hours in order to complete the required 45-hour practicum experience in a public school setting.

MUED 378 — Choral Methods and Conducting. 3-4 hours. Accepted techniques of conducting will be studied and rehearsed. Procedures for preparing the choral score for rehearsal and performance, and for developing choral tone, will also be studied. The interpretation of choral literature, from the standpoint of historical performance practices, will be examined. The course is designed to meet the needs of church and public school choral conductors. All those concentrating in Music Education must register for 4 hours in order to complete the required 45-hour practicum experience in a public school setting.

MUED 380 — Woodwind Instruments Class. 2 hours. Study of clarinet, flute, oboe/bassoon, and saxophone. Correct fingering, tonguing, breathing, intonation. Development of embouchure. Various approaches to technical difficulties and development of technique. Methods and materials for school classes.

MUED 381 — Brass Instruments Class. 2 hours. A study of the fundamental theory of brass instruments and correct embouchure. The development of the ability to play one brass instrument acceptably, and a familiarity with the special techniques of the other instruments.

MUED 460 — General Music Methods. 3-4 hours. This course is an orientation to assist the student in formulating a general philosophy of general music (non-performance) for grades 1-12. Curriculum building, unit planning and lesson planning will be emphasized, as will materials of instruction, teaching aids (including audio-visual), and current methods (Orff, Kodaly, Dalcroze, Gordon, and Manhattanville). All those concentrating in Music Education must register for 4 hours in order to complete a required 45-hour practicum experience in a public school setting.

Music and Literature and History — MULT

MULT 177, 377 — Music Drama Production. ½ to 2 hours. Same as MUED 177, 377.

MULT 175-188, 375-388 — Ensemble. The music department has ten ensembles in which students of any department may participate after qualifying by try-out. All who concentrate in music are expected to participate in at least one ensemble each semester.

Four semesters of Choral Union are required for the Music concentration or Music minor. Exceptions will be made for persons who play in the orchestra when Choral Union is performing.

Freshmen and sophomores will enroll in the ensemble course under the MULT 175-188 series of numbers. Juniors and seniors will enroll under the upper division numbers MULT 375-388.

These ensembles are ½ hour credit each semester.

MULT 175, 375 — University Singers

MULT 178, 378 — Brass Consort

MULT 179, 379 — Stage Band

MULT 181, 381 — University Orchestra

MULT 182, 382 — Concert Singers

MULT 183, 383 — Choral Union

MULT 184, 384 — Orpheus Choir

MULT 185, 385 — Handbell Choir

MULT 188, 388 — Concert Band

MULT 190 — Introduction to Music Literature. 2 hours. A course designed to develop intelligent listening habits and to familiarize the student with standard musical works. The course includes a study of the material and structure of vocal and instrumental music and a survey of the various style periods of music.

MULT 202 — Accompanying. ½ hour. Study of the principles of good accompanying techniques for the pianist playing with choral, vocal and instrumental music. Practical experience in the form of accompanying assignments is given, as well as coaching sessions with and without the soloist or group being accompanied. Prerequisite: MUPN 108 and permission of the instructor. Four semesters of this course are required of those with emphasis in piano. They may receive ensemble credit if they wish.

MULT 300 — Organ Literature. 2 hours. This course includes a survey of organ literature from the Renaissance through 20th century compositions. Emphasis is placed on stylistic differences in each period and registration commonly associated with each type of composition. A study of the organ of different countries and periods for which the literature was composed is included.

MULT 301 — World Musics. 3 hours. A study of representative music systems of the world, the function of these musics within the cultures of which they are a part, and a comparison of these phenomena with their Western counterparts. Seeks to provide an understanding of non-Western music systems as a means to appreciating the ethnic diversity in our pluralistic society. Open to all students; no prior musical training is necessary.

MULT 302 — Organ Pedagogy. 2 hours. Different methods of technique training, choice of registration for different styles of literature, and source materials for various levels of organ training are included. The student will be given practical experience in coaching an organ student under the guidance of an organ faculty member.

MULT 304 — Piano Literature. 2 hours. A survey of the historical, stylistic, and formal aspects of piano literature from 1700 to the present.

MULT 305 — Piano Pedagogy. 2 hours. A course designed to prepare the advanced pianist for successful teaching in the private piano studio or the piano lab. The course includes a selective survey of currently available teaching method books, a study of the principles of good teaching, and instruction in the business procedures necessary for the self-employed music teacher. Prerequisites: MUPN 112 — Piano, or permission of the instructor. It is strongly recommended that students emphasizing piano in the music concentration substitute this course for 2 hours of upper division applied music.

MULT 334 — Clarinet Pedagogy and Literature. 2 hours. Various pedagogical problems and their solutions will be systematically considered. Also an in-depth survey of clarinet literature will be undertaken with emphasis on method books and studies as well as solo and chamber works.

MULT 354 — Trombone Pedagogy and Literature. 2 hours. A survey of solo and ensemble materials ranging from easy to difficult suitable for developing skills of trombone performance; and a study of methods of teaching trombone both in the private studio and in the public schools, with an emphasis on preparation for recital performance.

MULT 370 — Vocal Literature and Pedagogy. 2 hours. The study of vocal literature will include songs from the major periods of music history beginning with the Baroque; methods of vocal production will be examined in order to give the student an over-view of approaches to the singing art. Includes a minimum of 6 clock hours of pre-student teaching experience with public school students.

MULT 390, 391 — Survey of Music History and Literature. 3 hours each. The history of music from the ancient Greeks to the present. The first semester will deal with the period of the Greeks to the Baroque. The second will continue to music of our time. A component on World Musics, a survey of representative music systems of the world, will be included in the second semester. Prerequisite: MULT 190 or proficiency examination.

Music Theory — MUTH

MUTH 100 — Music Theory. 2 hours. A beginning course in music theory covering principles of rhythm and meter, major and minor key signatures and scales. A weekly lab session applies skills to the student's individual area of performance. No prerequisite. Students must be enrolled concurrently in piano.

MUTH 110 — Music Theory. 3 hours. A course in the study of diatonic harmony through analysis and part-writing. Emphasis on harmonization, voice leading and harmonic progression. Students must be enrolled concurrently in piano and MUTH 111.

MUTH 111 — Aural Skills. 1 hour. A course for improving skills in hearing and reading music through sight-singing, harmonic, rhythmic and melodic dictation, error detection, and improvisation.

MUTH 200, 210 — Music Theory. 3 hours each. A course in the study of chromatic harmony through 20th Century techniques of musical composition. Emphasis on analysis, part-writing and original composition. Students must be concurrently enrolled in MUTH 201 or 211.

MUTH 201 — Aural Skills. 1 hour. Continuation of MUTH 111.

MUTH 211 — Aural Skills. 1 hour. Continuation of MUTH 201.

MUTH 300 — Form and Analysis. 2 hours. A progressive study of musical form of all style periods from the motive through the sonata and concerto. Emphasis on description, analysis and reduction.

MUTH 494 — Instrumentation. 2 hours. Range and transposition of the instruments of the orchestra; timbres of instruments individually and in combination; arranging for small groups and for full orchestras. Emphasis will be placed on arranging for school orchestras, with limited instrumentation and players of moderate ability.



Music performance majors present concerts as they refine their talents under the tutelage of the department's instructors.



Olivet's science students have access to a new computer lab.

Division of Natural Sciences

Natural Science — NSCI

Biological Sciences — BIOL

Chemistry — CHEM

Computer Science — CSIS

Engineering — ENGN

Geological Sciences — GEOL

Mathematics — MATH

Physics — PHYS

Max Reams, Division Head

The Division of Natural Sciences includes the Departments of Biological Sciences, Chemistry, Computer Science, Geological Sciences, Mathematics, and Engineering, with courses also in Physics.

The general purpose of the Division is to integrate the aims and the work of the various departments. The aim for each is not the acquisition of knowledge alone, but the developing of logical and orderly thinking habits. The objective is to acquaint the student with the scientific method as a means for arriving at the truth and to show that there is harmony between science and religion.

Further aims are given more in detail in the introduction for each department, together with requirements for majors in the various fields.

Interdisciplinary Majors in the Physical Sciences

This major is offered providing emphases in such areas as Biophysics, Geophysics, Biochemistry, Geochemistry, Chemical Physics, Mathematical Physics, and Ecology, depending upon the student's interest.

Physical Science Major, B.A. 66-81 hours:

Required:

CHEM 103, 104 — General Chemistry

PHYS 201, 202 — General Physics

MATH 147, 148 — Calculus I and II

Plus a minimum of 40-55 additional hours in science (may be part biological or math), with a minimum of 20 additional hours in one department. The curriculum would be tailor-made to fit the vocational-professional needs of the student and would be determined by a committee composed of representatives from each department involved (e.g., Biophysics — one person from Biology and one from Physics). In addition to these members who would be responsible for the details of an individual student's curriculum, the heads of the represented departments and the divisional head would be exofficio members of the committee.

Physical Science Major, B.S.: 76 to 93 hours.

Required:

CHEM 103, 104 — General Chemistry

PHYS 201, 202 — General Physics

MATH 147, 148 — Calculus I and II

Plus CSIS 151 and a minimum of 46-63 hours in science (may be part biological science or mathematics), with a minimum of 24 additional hours in one department.

Physical Science Teaching Major, B.A. or B.S.: 32 hours

Required:

CHEM 103, 104 — General Chemistry

PHYS 201, 202 — General Physics

Plus 14 additional hours of physical science to be approved by the department head of Chemistry, Physics, or Geological Sciences, and the chairman of the Division of Education. NSCI 102 does not apply to the major.

Plus one of these teaching minors of 24 additional hours: General Science, Biology,

Chemistry, Earth and Space Science, Mathematics (20 hours, but see notes in Math and Education Departments).

Required supporting courses:

MATH 147, 148 — Calculus

Highly Recommended:

CSIS 151 — Principles of Programming

Students who desire to teach specific subjects such as Astronomy, Chemistry, Earth Science, Physics, etc., should check to see that they satisfy the minimum requirements to teach these subjects in the state where they intend to teach.

Environmental Science Major

Bachelor of Science, 53-56 hours

Core Courses: 34 hours

BIOL 125 — Biology I

126 — Biology II

370 — Ecology

CHEM 103 — General Chemistry I

104 — General Chemistry II

GEOL 105 — Physical and Historical Geology

303 — Geomorphology and Hydrology

NSCI 150 — Seminar in

Environmental Science

350 — Topics in Environmental Science

450 — Research/Internship

In addition to the Core Courses, five of the following courses are required, with a maximum of three courses from any one department: 19-22 hours.

BIOL 320 — Genetics and Biomolecules

350 — Plant Anatomy and Morphology

351 — Plant Ecology

356 — Microbiology

360 — Invertebrate Zoology

361 — Comparative Anatomy

CHEM 301 — Quantitative Analysis

311 — Organic Chemistry I

312 — Organic Chemistry II

382 — Physical Chemistry I

392 — Physical Chemistry II

410 — Instrumental Methods of Analysis

ENGN 230 — Statics and Dynamics

241 — Mechanics of Materials

380 – Thermodynamics

420 – Fluid Mechanics

GEOL 301 – Paleontology and Stratigraphy

355 – Petrology and Geochemistry

363 – Sedimentology and Sedimentary
Petrology

366 – Structural Geology and Field
Methods

Courses taken at the AuSable Institute may
also count toward these additional hours.

Required Supporting courses:

MATH 147 – Calculus I

148 – Calculus II

341 – Statistics

PHYS – one year of courses

CSIS 151 – Principles of Programming

Recommended supporting courses

ECON 111, 112 – Principles of Micro-

Economics and Macro-Economics

PSCI 223 – American Government

Interdepartmental Teaching Minors

The division offers the following interde-
partmental teaching minors:

General Science Teaching Minor: 24 hours

*Not open to Teaching Majors in Chemistry,
Physics, or Biology*

Required:

BIOL 125 – Biology I

126 – Biology II

320 – Genetics and Biomolecules

NSCI 121 – Physical Geography

And electives from Chemistry, Physics and
Geological Sciences.

Physical Science Teaching Minor:

(not to include courses from the science
major department) – 24 hours

Two of the following are required:

Astronomy..... 7 hours

Chemistry..... 12 hours

Earth Science 8 hours

Physics 10 hours

Electives chosen from NSCI 121 – Physical
Geography, Chemistry, Physics, Geological Sci-
ences.

Science Technology

Associate of Arts – 2 year program The 2
year program is intended for students who are
not interested in a 4 year bachelors degree at
this time. It provides an excellent science and
mathematics preparation for many company
training programs.

In addition to the science and mathematics
base, the applied courses in engineering and
computer science provide the “hands on” ex-
perience desired by many students.

One of the distinct advantages that the de-
gree program offers over many competing pro-
grams is the acceptance of credit for a
bachelors degree. All of the work done during
the two years may be applied to a 4 year degree
at a later time.

**Associate of Arts Degree in Science
Technology: 35-36 hours**, plus General
Education Requirements.

Science Requirement:

ENGN 107 – Engineering Graphics

PHYS 201 – General Physics I

202 – General Physics II

MATH 147 – Calculus I

148 – Calculus II

CHEM 103 – General Chemistry

104 – General Chemistry II

Controlled electives in science and
mathematics **6-7 hours**.

Strongly recommended:

MATH 361 – Calculus III

362 – Calculus IV

CHEM 301 – Quantitative Analysis

Other suggested electives:

ENGN 301 – Electrical Circuits and
Networks

311 – Organic Chemistry I

312 – Organic Chemistry II

CHEM 410 – Instrumental Methods of
Analysis

GEOL 353 – Mineralogy and Optical
Crystallography

Pre-Professional Programs

Pre-Medicine

A student pursuing a pre-professional program in medicine (allopathic osteopathic, podiatric, etc.) will be advised to take a number of courses in Biology, Chemistry, Mathematics and Physics. Most successful pre-medical students take either a Biology or Chemistry major, or a double major of Chemistry and Biology.

Although it is possible to gain entry into a medical school with a major from outside the sciences, it is necessary for a student to emphasize the sciences very strongly. The liberal arts foundation at Olivet is a definite asset to medical studies. Pre-medical students are normally advised by a faculty member in their major field of study.

Pre-Dentistry

A major in Biology or Chemistry should be supported by a minor in the field not chosen as a major (Biology or Chemistry). The student will be advised by a faculty member in the Biology or Chemistry Department.

Pre-Veterinarian

A major in Biology is preferred, supported by a strong minor in Chemistry. The student is advised to work into his summer schedule some courses in animal science. The student will also need some practical experience working for a veterinarian. The student will be advised by a faculty member in the Biology or Chemistry Department.

Pre-Pharmacy

Students should start by contacting the Pre-Pharmacy Adviser and by writing to school(s) of pharmacy in which they are interested. Some schools have specific recommendations and restrictions concerning which courses should be taken before applying to that school.

Normally, a Pre-Pharmacy program consists of taking the first two or three years at Olivet, concentrating on basic courses such as Chemistry, Biology, Mathematics and English; and then transferring to a school of pharmacy.

As an alternate program, a student may choose to complete a bachelor's degree at Olivet before entering the school of pharmacy. A Chemistry major supported by a strong Biology minor is recommended.

Pre-Optometry

A Biology or Chemistry major is recommended. Physics should also be included in the program at Olivet, along with mathematics.

Pre-Physician's Assistant

A Biology major with a strong Chemistry minor is recommended. A student planning to apply to this program is advised to write the schools he is interested in attending for graduate work in order to learn about specific requirements. The student will be advised by a faculty member in the Biology or Chemistry Department.

Pre-Physical Therapy

See the Physical Education Department for a description of this program.

Degree Program in Clinical Laboratory Science

Requirements for the baccalaureate degree with a major in Clinical Laboratory Science (formerly known as Medical Technology) include:

1. Completion of a minimum of 98 semester hours including the general and group requirements for the degree. This is usually accomplished in three years of preprofessional studies. The junior year at Olivet is considered to be the last year in residence indicated in the general requirements.

2. Completion of Clinical Laboratory Science program at a school accredited by the National Accrediting Agency for Clinical

Laboratory Sciences (NAACLS). Normally 30-32 upper division hours will be granted for the program, which will apply to requirements for the major. The number of upper division hours accepted will depend upon the number of credit hours granted by the NAACLS - accredited school.

Olivet Nazarene University has affiliations with four schools of Clinical Laboratory Science: Methodist Medical Center of Illinois, Peoria, Illinois; Saint Margaret Mercy, Hammond, Indiana; St. John's Hospital, Springfield, Illinois; Edward Hines, Jr. Hospital, Hines, Illinois. Although students are permitted to choose other schools, it is their responsibility to check with the Clinical Laboratory Science adviser to be certain that an acceptable accredited school is chosen.

**Clinical Laboratory Science Major: 50-51
Hours. B.A. or B.S.**

Required:

BIOL 125, 126 — Biology I, II
320 — Genetics and Biomolecules
356 — Microbiology
359 — Immunology
484 — Molecular and Cell Biology
CHEM 103 — General Chemistry I
104 — General Chemistry II
301 — Quantitative Analysis
311 — Organic Chemistry I
MATH 131 — Algebra and Trigonometry
or 147 — Calculus I

To be supported by one course selected from:

BIOL 246, 247 — Human Anatomy and
Physiology I, II
CHEM 312 — Organic Chemistry II
CHEM 410 — Instrumental Methods of
Analysis

**Alternate Degree Program for
Clinical Laboratory Science**

Instead of a baccalaureate degree with a major in Clinical Laboratory Science, a student may choose a major in Chemistry, Biology or another related field at Olivet, and then complete a fifth year of clinical training at a NAACLS - accredited school. While this is a major in chemistry or biology, and not Clinical

Laboratory Science, it would qualify the student for a career as a Clinical Laboratory Scientist. Students choosing this alternate program should check in advance with NAACLS - accredited schools, such as those listed above, to see what preferences or requirements each may have regarding the student's selection of the major area and courses.

AuSable Institute

Olivet Nazarene University is a Participating College with AuSable Institute, located in Northern Michigan. AuSable offers courses and programs in Environmental Stewardship for college students from Evangelical Christian Colleges.

Field courses in Biology, Chemistry, and Geology are offered emphasizing ecological awareness and knowledge. AuSable offers fellowships and grants, and provides opportunities for discussion of current environmental issues from a Christian perspective.

The following courses are offered at the AuSable Institute. Contact the ONU campus representative in the Natural Science Division for course descriptions.

BIOL 220 — Environmental Science in
Stewardship Perspective
302 — Limnology
303 — Natural Resources Practicum
305 — Ornithology
310 — Winter Biology
311 — Field Botany
312 — Insect Biology and Ecology
315 — Woody Plants
321 — Animal Ecology
322 — Aquatic Biology
342 — Fish Biology and Ecology
346 — Winter Stream Ecology
380 — Natural History in Spring
482 — Restoration Ecology
CHEM 332 — Environmental Chemistry
GEOL 316 — Field Geology

Latin American Studies Program

The Christian College Coalition Latin American Studies Program is based in San Jose, Costa Rica. It is comprised of Spanish language study, course work in Latin history and culture, and scientific study in the rain forest. The program involves living with a Costa Rican family, participating in community activities, and travel through neighboring Central American countries. This program is administered by the Department of Modern Languages in cooperation with the Natural Sciences Division.

Natural Science — NSCI

NSCI 102 — General Physical Science. 4 hours. A broad survey course designed for the liberal art student. Major concepts from astronomy, chemistry, geology, physics and meteorology are used in a way that develops the students' understanding of man's physical environment, and at the same time indicates the special contribution of each discipline to this understanding. (Open only to students without previous physics, chemistry, or earth science courses either in high school or college.) 3 hours lecture, 3 hours laboratory.

NSCI 107 — Engineering Graphics. 3 hours. Same as ENGN 107 — Engineering Graphics.

NSCI 121 — Physical Geography. 2 hours. A study of the physical processes acting on the surface of the earth, from the perspectives of geology, meteorology, climatology, biology, pedology and oceanography with an overview of the physical regions of the United States and man's interaction with the environment.

NSCI 150 — Seminar in Environmental Science. ½ hour each semester. An introduction to concepts in the biological and physical sciences as they pertain to the environment. Particular interest will focus on current environmental issues — both problems and solutions. Emphasis on the use of factual information in decision making and problem solving and developing professional skills. Two semesters of this course must be taken by Environmental Science majors.

NSCI 301 — Science, Technology and the Environment. 3-4 hours. Study of topics relating to science and technology and their impact on society and the environment. Prerequisite: a lab science course.

NSCI 350 — Topics in Environmental Science. 3 hours. An interdisciplinary approach to man's environment emphasizing chemical, physical, biological, and geological solutions for problems such as air, water, and solid waste pollution, urban development, natural resource depletion, recycling. Course designed for Environmental Science majors.

NSCI 450 — Research/Internship in Environmental Science. 3 hours. A research or intern experience in the student's area of interest as related to the environment. Research will include library, laboratory and/or field work. An internship may consist of project work and professional cooperation with any number of public or private corporations, e.g., city and county planning commissions, park districts, engineering and consulting companies, state and government agencies, etc.

NSCI 477 — Teaching of Science. 3 hours. A study of the aims, the methods, and the equipment needed for classes and instructors of the natural sciences. Includes a 45-hour practicum in a public school setting.

Biological Sciences Department — BIOL

Faculty

RICHARD COLLING (1981)

*Professor of Biology; Chair, Biological
Sciences Department*

B.A., 1976, Olivet Nazarene University
Ph.D., 1980, University of Kansas

DWIGHT GINN (1992)

Assistant Professor of Biology

B.A., 1978, Taylor University
M.S., 1983, Purdue University
Ph.D., 1989, The Ohio State University

RANDAL JOHNSON (1986)

Professor of Biology

B.A., 1976, Trinity College
M.S., 1982, Idaho State University
D.A., 1983, Idaho State University

ROBERT W. WRIGHT (1969)

Professor of Biology

B.A., 1965, Los Angeles Pacific College
M.A., Ph.D., 1970, University of California

The Biology Department seeks to prepare students to teach biology in public schools, pursue graduate studies, enter medical school or related health sciences, secure research or industrial lab positions, enter biologically related industrial management and/or governmental positions, or enter agriculturally related areas.

In addition, the Biology Department curriculum provides training for students fulfilling the general education requirements of the university and for students who desire to expand their knowledge and understanding of biological principles.

Biological knowledge arranges itself naturally according to levels of organization. Each level (molecular, cellular, individual, and ecological) has its own rationale, principles, techniques, and language. It is desired that all biology students have experience with each level for the wealth of understanding which such a training brings to the person's own academic specialty.

All majors in the Department of Biological Sciences at Olivet take a sequence of courses designed to convey the body of thought and

information which is essential to the undergraduate training of biologists regardless of their ultimate specialization.

Students majoring in the Department of Biological Sciences may earn either the Bachelor of Arts or Bachelor of Science degrees.

Non-Teaching Biology majors satisfy the General Education Requirement in Group 7 — Personal Health — by virtue of courses required for this major.

For more detailed information on facilities, programs and career opportunities, contact the Admissions Office or the Head of the Biology Department.

Core Courses for All Majors in Biology:

BIOL 125 — Biology I

126 — Biology II

320 — Genetics and Biomolecules

356 — Microbiology

*361 — Comparative Anatomy

370 — Ecology

*455 — Physiology

495 — Seminar in Biology (1 hour)

**These courses may be substituted with BIOL
246, 247 — Human Anatomy and
Physiology I and II, with the approval of
the departmental faculty.*

Biology Major, B.A.: 36 hours.

Required:

Core courses for all Biology majors,
plus 7 additional hours of biology
selected from:

BIOL 301 — Medical Terminology

350 — Plant Anatomy and Morphology

351 — Plant Physiological Ecology and
Systematics

353 — Embryology of Vertebrates

359 — Immunology

360 — Invertebrate Zoology

410 — Histology

430 — Neurobiology

440 — Advanced Genetics

459 — Medical Microbiology

484 — Molecular and Cell Biology

486 — Modern Methods in Biology

490 — Research in Biology

Required supporting courses:

CHEM 103 — General Chemistry I
104 — General Chemistry II
One course in Mathematics

Biology Teaching Major, B.A.: 36 hours.

Required:

Same courses as Biology Major, B.A., including 4 hours of upper division Botany course work and the Professional Education Sequence, including NSCI 477.

Biology Major, B.S.: 40 hours.

Required:

Core courses for all Biology majors, BIOL 484 — Molecular and Cell Biology,
Plus 7 hours selected from:

BIOL 301 — Medical Terminology
350 — Plant Anatomy and Morphology
351 — Plant Physiological Ecology and Systematics
353 — Embryology of Vertebrates
359 — Immunology
360 — Invertebrate Zoology
410 — Histology
430 — Neurobiology
440 — Advanced Genetics
459 — Medical Microbiology
486 — Modern Methods in Biology
490 — Research in Biology

To be supported by:

CHEM 103 — General Chemistry I
104 — General Chemistry II
301 — Quantitative Analysis
311 — Organic Chemistry I
MATH 147 — Calculus I
341 — Statistics
or CSIS 151 — Programming
One year of Physics

Highly recommended supporting courses:

CHEM 312 — Organic Chemistry II
MATH 148 — Calculus II
341 — Statistics
CSIS 151 — Programming

Biology Teaching Major, B.S.: 40 hours

Required:

Same Courses as Biology Major, B.S., including 4 hours of upper division Botany Course work and the Professional Education Sequence, including NSCI 477.

Biology Minor: 16 hours

Required:

BIOL 125 — Biology I
126 — Biology II
Additional courses to be approved by the head of the department.

Biology Teaching Minor: 24 hours

Required:

BIOL 125 — Biology I
126 — Biology II
246 — Human Anatomy and Physiology I
or 247 — Human Anatomy and Phys. II
320 — Genetics and Biomolecules
350 — Plant Anatomy and Morphology
or 351 — Plant Physiological Ecology
and Systematics
370 — Ecology
495 — Seminar in Biology (1 hour)

Required supporting courses:

CHEM 103 — General Chemistry I
104 — General Chemistry II

Pre-Physical Therapy:

Students seeking a graduate professional degree in Physical Therapy may major in biology. See the *Catalog* section for the Department of Physical Education for details.

Typical courses for all Biology majors:

Freshman Year

Biology I, II
General Chemistry I, II
Freshman Composition I, II
Bible I
Physical Education
Introduction to Fine Arts
Mathematics

Sophomore Year

Genetics and Biomolecules
Organic Chemistry
Christian Doctrine
Introduction to Psychology
College Mathematics

Biology Courses

BIOL 101 — Introduction to Biology. 4 hours. Principles of life are introduced, for the beginning student, with emphasis on the presentation of the plant and animal kingdoms, the cell, and the cells processes. 3 lecture periods and 1 laboratory period. This course does not apply toward a Biology major.

BIOL 125 — Biology I. 4 hours. Beginning course for all Biology majors. Study of biomolecules, cell structure and function, energy, metabolism, photosynthesis, genetics, history of life, and diversity of animal life. Three lecture periods and one laboratory period.

BIOL 126 — Biology II. 4 hours. The second course for all Biology majors. Study of plant diversity, and plant and animal anatomy, physiology, and development. Three lecture periods and one laboratory period. Prerequisite: BIOL 125.

BIOL 164 — Human Biology. 4-5 hours. A non-major laboratory science course to study the human body in health and disease. Basic anatomical and physiological information concerning cells, tissues, and the ten organ systems will be studied. Relevant applications will be included. Offered in summer sessions only.

BIOL 246 — Human Anatomy and Physiology I. 4 hours. This course is the first of a two-semester overall sequence. Both courses consider the gross morphology and physiology of the human body using the organ system approach. BIOL 246 focuses upon cells, tissues, skin, skeleton, muscle, nervous and sensory systems. Lecture and laboratory. 3 lecture periods, 1 laboratory period.

BIOL 247 — Human Anatomy and Physiology II. This course is the second of a two-semester overall sequence. It considers circulatory, respiratory, digestive, excretory, endocrine and reproductive systems of the human body. 3 lecture periods, 1 laboratory period.

BIOL 301 — Medical Terminology. 2 hours. A specialized course designed to familiarize the student with the unique terminology related to specialized fields of medicine. Primarily for pre-physical therapy students. No prerequisites.

BIOL 320 — Genetics and Biomolecules. 4 hours. Basic biochemical concepts are utilized to understand the principles of heredity and variation. This course includes a study of the gene: its structure, function and chemistry, with emphasis on mutation, regulation, and transmission of hereditary traits in individuals and populations. Modern concepts of recombinant DNA, somatic hybridization, gene manipulation, and recombination are also addressed. The effects of the environment and infectious agents on genetic expression are also discussed as they relate to genetic disorders and variation in genetic expression. 3 lecture periods, 1 laboratory period and 1 problem-solving session per week. Prerequisites: BIOL 125, BIOL 126, or consent of the instructor.

BIOL 350 — Plant Anatomy and Morphology. 4 hours. Study of the microscopic internal structure of seed plants and the reproductive and developmental strategies of representative nonvascular and vascular plants. Prerequisites: BIOL 125 and 126. 3 lecture periods and 1 laboratory period per week.

BIOL 351 — Plant Physiological Ecology and Systematics. 4 hours. Study of the physical and chemical basis of plant life and plant classification with emphasis on adaptation and distribution within the environment. Prerequisites: BIOL 125 and 126. 3 lecture periods and 1 laboratory period per week.

BIOL 353 — Embryology of the Vertebrates. 4 hours. This is a study of the ontogeny of the vertebrate. Study includes basic concepts and organogenesis. Emphasis is placed on the development of the chick. Prerequisite: BIOL 125 and 126. 3 lecture periods and 1 laboratory period per week.

BIOL 356 — Microbiology. 5 hours. An introduction to the microorganisms is presented with special emphasis on bacteria and viruses. Studies include history, morphology, classification, physiology, genetics, aseptic culturing techniques, and practical applications. Host parasite interactions in relation to disease-health equilibrium are also studied, with emphasis on microbial virulence factors and host immune and non-immune defense mechanisms. Prerequisites: BIOL 125 and 126 or equivalent, 4 hours of Chemistry. 3 lecture periods and 2 laboratory periods per week.

BIOL 359 — Immunology. 4 hours. Cellular and humoral responses to infection and disease. Mechanisms of antibody formation, structure of antibodies, and the consequences of antibody interaction with antigen. Cell-mediated immunity, histocompatibility, tumor immunology, and autoimmune disease mechanisms. Prerequisites: BIOL 125, 126, and Chemistry 104. 3 lecture periods and 1 laboratory period per week.

BIOL 360 — Invertebrate Zoology. 4 hours. A study of the principles of zoology as they apply to the invertebrates. The study is approached from a comparative standpoint with emphasis upon the anatomy and physiology of various representative organisms. Prerequisite: BIOL 125, 126. 3 lecture periods and 1 laboratory period per week.

BIOL 361 — Comparative Anatomy. 4 hours. Study includes anatomy, physiology, ecology, and phylogeny of vertebrates. Opportunity is given for detailed laboratory dissections. Prerequisites: BIOL 125, 126. 3 lecture periods and 1 laboratory period per week. Additional laboratory to be arranged.

BIOL 370 — Ecology. 3 hours. The relationship between organisms and their environment at the individual, population and ecosystem levels. Laboratories emphasize field work in local habitats. Prerequisites: BIOL 125, 126. 2 lecture periods and 1 laboratory period per week.

BIOL 410 — Histology. 4 hours. The structure, functions, and development of tissues. Laboratory study is combined with discussion of the cytological basis for understanding normal and abnormal structure in all vertebrate cells. Prerequisites: BIOL 125, 126. 2 lecture periods and 2 laboratory periods per week.

BIOL 430 — Neurobiology. 3 hours. Course covers the development of the nervous system, taking examples from vertebrates and invertebrates. Emphasis is on cellular and molecular issues, that is, how do nerve cells differentiate in response to hormones and developmental gene products? The course will also address the major classes of neurotransmitters, second-messenger mechanisms, and how these functions are monitored and regulated. Prerequisites: BIOL 246 and 247, or 455.

BIOL 440 — Advanced Genetics. 4 hours. Study of genetics on the molecular and biochemical levels, including structure, function, transmission, and regulation of the genetic material, in prokaryotes and eukaryotes. Prerequisites: BIOL 320 and Organic Chemistry. 3 lecture periods and 1 laboratory period per week.

BIOL 455 — Physiology. 4 hours. An introduction to physiological and homeostatic principles with emphasis on organ systems and the intact organisms. Prerequisites: BIOL 125, 126, CHEM 104, or consent of instructor. 3 lecture periods and 1 laboratory period per week.

BIOL 459 — Medical Microbiology. 4 hours. Lectures discuss the bacteria, fungi, and viruses that cause disease in humans. Emphasis is on the pathogenic mechanisms of the microbes and the interrelationships that exist between the host and the microbe. Laboratory sessions are involved with the isolation, culture, and identification of the microbes, and the further study and

demonstration of the disease process through use of laboratory animal models and tissue cultures. Prerequisite: BIOL 356. 3 lecture periods and 1 laboratory period per week.

BIOL 484 — Molecular and Cell Biology. 4 hours. Ultrastructural and functional aspects of cells and tissues with special emphasis on the physical and chemical nature of specialized cellular activities. Prerequisites: BIOL 125, 126 and 320, or consent of the instructor. 3 lecture periods and 1 laboratory period per week.

BIOL 486 — Modern Methods in Biology. 3 hours. This course addresses the latest developments which are occurring in the Biomedical Sciences. Topics such as Recombinant DNA Technology, the Human Genome Project, Genetic Engineering, Somatic Cell Hybridization, Cloning, Molecular Modeling, and advances in cell culture techniques are discussed. Emphasis is placed upon practical as well as theoretical applications of these concepts. There is a significant emphasis on laboratory techniques. Students learn to perform one or more of the techniques that are discussed. Prerequisites: BIOL 125, 126 and 320.

BIOL 490 — Research in Biology. 1 to 4 hours. This course is open to advanced students with high academic achievement. Original research is to be conducted and a paper presented. Prerequisites: Permission of instructor, and at least Junior standing. Credit is not to accumulate more than 4 hours.

BIOL 495 — Seminar in Biology. ½ hour. This course is required of all majors in Biology. This seminar provides for the discussion of biological developments and topics of current interest. Credit is not to accumulate more than 2 hours.



Chemistry Department — CHEM

JOHN E. HANSON (1961)

Professor of Chemistry; Chair, Department of Chemistry

B.A., 1957, Olivet Nazarene University

Ph.D., 1964, Purdue University

Illinois Institute of Technology

University of Chicago

University of Wisconsin-Madison

DOUGLAS ARMSTRONG (1985)

Professor of Chemistry

B.S., 1963, Indiana University

Ph.D., 1968, University of Iowa

Massachusetts Institute of Technology

LARRY G. FERREN (1975)

Professor of Chemistry

B.S., 1970, Ph.D., 1974, University of

Missouri

University of Iowa

PHILIP SACKETT

Visiting Professor of Chemistry

B.S., 1967, Wheaton College

Ph.D., 1972, University of Illinois

The courses in this department are offered to meet the needs of the following groups of students: (1) Those who desire to obtain a general knowledge of chemistry; (2) Those preparing to teach chemistry; (3) Those taking professional courses in which chemistry is required or recommended; (4) Those preparing to do graduate work in chemistry or professional chemical work.

Chemistry Major: 32 hours. B.A.

Required:

CHEM 103 — General Chemistry I

104 — General Chemistry II

301 — Quantitative Analysis

311 — Organic Chemistry I

312 — Organic Chemistry II

382 — Physical Chemistry I

or 392 — Physical Chemistry II

495 — Seminar in Chemistry (1 hour)

Five additional hours of upper division Chemistry.

To be supported by:

MATH 147 — Calculus I

148 — Calculus II

One course selected from CSIS 151,

MATH 341, 351, 361.

One year of Physics

Chemistry Teaching Major: 32 hours. B.A.

Required:

Same as above, plus the Professional Education Sequence including NSCI 477 — Teaching of Science. A second teaching field is required.

Chemistry Major: 40 hours. B.S.

Required:

CHEM 103 — General Chemistry I

104 — General Chemistry II

301 — Quantitative Analysis

311 — Organic Chemistry I

312 — Organic Chemistry II

382 — Physical Chemistry I

392 — Physical Chemistry II

410 — Instrumental Methods of Analysis

373 — Biochemistry

or 404 — Advanced Inorganic Chemistry

495 — Seminar in Chemistry (1 hour)

Additional upper division chemistry to total 40 hours.

To be supported by:

PHYS 201 — General Physics I

202 — General Physics II

MATH 147 — Calculus I

148 — Calculus II

361 — Calculus III

351 — Linear Algebra

or 357 — Differential Equations

or 362 — Calculus IV

CSIS 151 — Programming I

or MATH 341 — Statistics

Chemistry Minor: 16 hours

Required:

CHEM 103 — General Chemistry I

104 — General Chemistry II

Eight additional hours of upper division Chemistry.

Chemistry Teaching Minor: 24 hours

Required:

CHEM 103 — General Chemistry I

104 — General Chemistry II

301 — Quantitative Analysis

Twelve additional hours of upper division
Chemistry

Typical Courses for Students Majoring in Chemistry

Freshman Year

General Chemistry I and II
Calculus I and II
Bible I
Freshman Composition
Physical Education
Introduction to Fine Arts

Sophomore Year

General Physics I and II
Christian Doctrine
Calculus III
Quantitative Analysis
Introduction to Psychology
Organic Chemistry I and II

Courses

CHEM 101 — Introduction to Chemistry. 4 hours.

A beginning chemistry course for students with limited backgrounds in science and mathematics. Basic treatment of chemical calculations, measurements, atomic structure, bonding, nomenclature, states of matter, gas laws, solutions, reactions, kinetics, equilibrium, acids, bases, electrolytes, and radioactivity is given. The course covers many topics but deals with them at an elementary level. Prerequisite: 2 units of high school mathematics. 3 lecture periods and 1 laboratory period.

CHEM 102 — Principles of Organic and Biological Chemistry. 4 hours.

An elementary treatment of organic and biological chemistry. The major classes of organic compounds are surveyed. Proteins, lipids, carbohydrates, nucleic acids, vitamins, and hormones are studied as classes of biochemical compounds. Introductory intermediary metabolism including glycolysis, Krebs's cycle, electron transport, oxidative phosphorylation, and beta oxidation is given. Does not apply toward a major or minor in Chemistry. Prerequisite: CHEM 101 or 103. 3 lecture periods and 1 laboratory period.

CHEM 103 — General Chemistry I. 4 hours.

A study of the structure and properties of matter. Atomic and molecular structure, chemical bonding, periodic law, nomenclature, stoichiometry, gas laws, states of matter, solutions, and descriptive chemistry of selected nonmetallic elements are

studied. Prerequisite: high school chemistry. 3 lecture periods and 1 laboratory period.

CHEM 104 — General Chemistry II. 4 hours.

Acid-base chemistry, equilibrium, kinetics, thermodynamics, electrochemistry, coordination chemistry, and nuclear chemistry are treated in detail in the lecture. The laboratory work emphasizes qualitative analysis of cations, anions, and salts. Prerequisite: CHEM 103. 3 lecture periods and 1 laboratory period.

CHEM 301 — Quantitative Analysis. 4 hours.

A careful study of gravimetric and volumetric analysis with special attention given to sources of error, to calibration of instruments and apparatus, and to other important details in the improvement of laboratory technique. Volumetric analyses give experience in acid-base, precipitation, complexation, and reduction-oxidation chemistry. Equilibria governing each type of volumetric analysis are studied. Problem solving skills are developed. Instrumentation is introduced as a tool for use in analytical chemistry. Required for a major in chemistry. Prerequisite: CHEM 104. 2 lecture periods and 2 laboratory periods.

CHEM 311 — Organic Chemistry I. 5 hours.

The study of the compounds of carbon, including structural formulas, nomenclature, physical properties, preparations, chemical reactions, and mechanisms. Only some of the important classes of organic compounds are covered, with remaining classes covered in CHEM 312. The laboratory experience includes determination of physical and chemical properties, separation, isolation, purification, synthesis and analysis of organic compounds. Required for a major in chemistry. Prerequisites: CHEM 101 or 103 and 104. 3 lecture periods and 2 laboratory periods.

CHEM 312 — Organic Chemistry II. 5 hours.

A continuation of Chemistry 311, covering the remaining important classes of organic compounds. Required for a major in chemistry. Prerequisite: CHEM 311. 3 lecture periods and 2 laboratory periods.

CHEM 373 — Biochemistry. 5 hours.

A study of the structure and properties of biologically important compounds. Properties and structure of enzymes, metabolism of carbohydrates, lipids, proteins, and nucleic acids, photosynthesis, and molecular genetics are studied. Thermodynamics and reaction kinetics are applied to biochemical systems. Laboratory emphasizes experiences with each class of biochemical compound and with techniques commonly employed in biochemical research. Prerequisite: CHEM 312 or consent of instructor. Offered in alternate years. 3 lecture periods and 2 laboratory periods.

CHEM 382 — Physical Chemistry I. 4 hours. A study of chemical thermodynamics, including first law concepts and applications to expansion work and thermochemistry, and second law concepts and applications to phase equilibrium, solutions, chemical equilibrium, and electrochemistry. Prerequisites: MATH 148, PHYS 202 and CHEM 301. Three lecture periods and one laboratory period.

CHEM 392 — Physical Chemistry II. 4 hours. A study of chemical kinetics, and atomic and molecular structure. Includes treatment of rate laws for simple and complex reactions and activated complex theory; quantum theory principles and applications to atomic and molecular structure, rotational, vibrational and electronic spectroscopy, and statistical thermodynamics. Prerequisites: MATH 148, PHYS 202, and CHEM 301. Offered in alternate years. Three lecture periods and one laboratory period.

CHEM 403 — Synthetic Inorganic Chemistry. 2 hours. A study of the preparation and properties of inorganic substances, with emphasis on developing laboratory skills. Prerequisite: 14 hours of Chemistry.

CHEM 404 — Advanced Inorganic Chemistry. 3 hours. A study of atomic structure, chemical bonding, and the chemistry of selected elements. Prerequisites: CHEM 301 and 311. Offered in alternate years. Three lecture periods.

CHEM 410 — Instrumental Methods of Analysis. 4 hours. Utilization and comparison of modern analytical instrumentation for chemical analysis. The techniques covered include: emission spectroscopy; ultraviolet, visible, infrared, and nuclear magnetic resonance absorption spectroscopy; mass spectrometry; fluorimetry; gas and liquid chromatography; and electrochemical methods of analysis (potentiometry, polarography, cyclic voltammetry, amperimetric determinations, and coulometry). Prerequisites: CHEM 301 and 311. Offered in alternate years. 2 lecture periods and 2 laboratory periods.

CHEM 490 — Topics in Chemistry. 2-3 hours. Selected topics in Chemistry to provide opportunities for study in more specialized categories. Often offered in cooperation with other ACCA colleges. Recent topics include Medicinal Chemistry, Environmental Chemistry, History of Chemistry.

CHEM 495 — Seminar in Chemistry. ½ hour. This course consists of presentations by students on library or laboratory research, as well as programs presented by chemists engaged in industrial, governmental or academic research. This course may be repeated for additional credit. Chemistry majors are required to take it 2 semesters.

Computer Science Department — CSIS

Faculty

LARRY D. VAIL (1981)

*Associate Professor of Computer Science;
Chair, Department of Computer Science*
B.A., 1978, Olivet Nazarene University
M.C.S., 1985 University of Illinois
Nova University

CATHERINE BARRIER (1987)

Assistant Professor of Computer Science
B.A., 1985, Marion College
M.S., 1987, Purdue University
Illinois Institute of Technology

The Computer Science Department of Olivet Nazarene University exists to prepare our students for a life of learning and for professional careers in computer science and information systems. We strongly support the institution's commitment to liberal arts education as the best way to learn throughout life. We seek to teach current technology and software practices for successful entry to professional careers or graduate study. We strive to build Christian character and values in our students that will guide them through ethical dilemmas and help them to ultimately shape the values of their chosen profession.

The Department of Computer Science offers two majors. The Computer Science major is for those who wish to design, develop, or maintain computer system software. It also includes more mathematics theory than the Computer Information Systems major which is for those who wish to develop and manage computer systems in business, industry and office settings.

The department's computer facilities are located in the west wing of the Benner Library. An ethernet network provides connectivity between the Internet, the ONU campus network, the UNIX host system, a Novell file server, IBM PC compatible DOS/Windows workstations, and terminals. Students in the department also have phone access to the ONU campus and departmental networks, the Internet, a laser printer, a high speed line

printer, word processing, spreadsheet, database software, and a variety of programming languages.

Computer Information Systems Major: 37 hours. B.A. or B.S.

Required:

CSIS 110 — Introduction to Computer Science
151, 152 — Principles of Programming I, II
201 — Seminar I
250 — Intro. to Operating Systems
302 — Information Systems
310 — Structured Systems Analysis and Design
360 — Assembler Programming
365 — Machine Architecture
401 — Seminar II
440 — Data Base Management Systems
490 — Field Experience

and two of the following:

CSIS 370 — Programming Languages
425 — Data Communication and Computer Networks
430 — Computer Simulation
480 — Topics in Computer Science

Required supporting courses:

BSNS 160 — Principles of Management
ACCT 205 — Principles of Accounting I
MATH 341 — Statistics
or BSNS 241 — Business Statistics
Plus a major or minor in a related field.

Computer Science Major: 43 hours. B.A. or B.S.

Required:

CSIS 110 — Introduction to Computer Science
151, 152 — Principles of Programming I, II
201 — Seminar I
210 — Discrete Mathematics
250 — Intro. to Operating Systems
360 — Assembler Programming
365 — Machine Architecture
370 — Programming Languages
390 — Software Engineering
401 — Seminar II
460 — Operating Systems

475 — Theory of Computation
491 — Research Problems in Computer Science

and two of the following:

CSIS 354 — Numerical Analysis
425 — Data Communication and Computer Networks
430 — Computer Simulation
440 — Data Base Management Systems
480 — Topics in Computer Science

Required supporting courses:

MATH 147, 148 — Calculus
341 — Statistics
351 — Linear Algebra
Plus a major or minor in a related field.

Computer Information Systems Minor: 21 hours.

Required:

CSIS 110, 151, 152, 250, 302, 310, and 440

Computer Science Minor: 21 hours.

Required:

CSIS 110, 151, 152, 250, 360, 365 and an additional 3 hours of Computer Science selected from CSIS 354, 370, 390, 425, 430, 440, 460, 470, 475, or 480.

Computer Science and Computer Information Courses

CSIS 110 — Introduction to Computer Science and Information Systems. 3 hours. This course provides the student with an introduction to the fields of computer science and computer information systems. It surveys the fields allowing the student to understand the capabilities of computer technology. Introductions to professional ethics and careers in the industry are included.

CSIS 151 — Principles of Programming I. 4 hours. This course lays the foundation for state-of-the-art programming. The student receives an overview of programming methodology and learns to write programs following good style and accepted practices. The PASCAL programming language will be used. This course covers simple data types, procedures and functions, sequential files, recursion, scope, and arrays. CSIS 152 should be taken immediately following CSIS 151.

CSIS 152 — Principles of Programming II. 3 hours. This course is a continuation of CSIS 151. It covers sets, records, strings, stacks, queues, lists, searching, sorting, graphs, and data abstraction. It should be taken immediately following CSIS 151.

CSIS 201 — Seminar I. ½ hour. This course introduces large working projects to sophomores. Prerequisite: CSIS 152 (or taken concurrently).

CSIS 210 — Discrete Mathematics. 3 hours. Same as MATH 210.

CSIS 250 — Introduction to Operating Systems. 2 hours. An introduction to the components of an operating system and its interrelationship between the computer hardware and application software. Emphasis will be placed on comparison and use of various operating system features. Study will include various popular operating systems and platforms including MS-DOS, Novell, and UNIX. Prerequisite: CSIS 151.

CSIS 302 — Information Systems. 3 hours. Study of the design, writing, testing and documentation of typical data processing programs using the COBOL language. Includes the use of sequential, random, and indexed file access methods for business applications. Prerequisite: CSIS 151.

CSIS 310 — Structured Systems Analysis and Design. 3 hours. Includes the latest techniques in structured analysis and design of business systems. Offered in alternate years. Prerequisite: CSIS 151.

CSIS 354 — Numerical Analysis. 3 hours. Same as MATH 354.

CSIS 360 — Assembler Programming. 3 hours. Comparisons of different types of instruction sets and corresponding addressing modes. Emphasis on the relationships among instructions sets, fetch and execute operations, and the underlying architecture. Introduction to the concept of interrupts. Prerequisite: CSIS 152.

CSIS 365 — Machine Architecture. 3 hours. This course provides an in-depth treatment of computer architecture, including digital logic, digital systems, memory system organization, interfacing and communication, and alternative architectures. Prerequisite: CSIS 152.

CSIS 370 — Programming Languages. 3 hours. A comparative study of programming languages and their features. Also includes source program translation techniques using lexical analysis and parsing of context-free languages. Programming assignments will use a variety of languages. Prerequisite: CSIS 152.

CSIS 390 — Software Engineering. 3 hours. A study of software methodology and engineering. Emphasis is placed on fundamental problem solving concepts, the software development process, software specifications, software design and implementation, verification, and validation.

Prerequisite: CSIS 152. Offered in alternate years.

CSIS 401 — Seminar II. ½ hour. Seniors taking this course will present their research or field experience in a seminar format. Additional speakers will be invited. Prerequisite/Corequisite: CSIS 490 or 491.

CSIS 425 — Data Communication and Computer Networks. 3 hours. A study of the development of various types of hardware and software protocols used in communication networks. Consideration of the impact of data communication in relation to networking and distributed processing. Prerequisite: CSIS 152. Offered in alternate years.

CSIS 430 — Computer Simulation. 3 hours. Computer modeling and simulation of business applications. Application of continuous and discrete probabilities such as uniform, normal, Poisson and chi-square distributions. A simulation language will be used to do problems. Prerequisites: CSIS 152 or 302 and BSNS 241 or MATH 341.

CSIS 440 — Data Base Management Systems. 3 hours. A history of the development of the major types of database systems. Assignments include accessing, updating and organizing a database using a relational database system. Prerequisite: CSIS 151 or 302.

CSIS 460 — Operating Systems. 3 hours. Consideration of the primary modules of an operating system including bootstrap, absolute and relocatable loaders, debug facilities, I/O subsystems and utilities. Study of system job flow, scheduling, resource management and allocation, system spooling and performance monitoring. Prerequisite: CSIS 360 and a knowledge of C Language. Offered in alternate years.

CSIS 475 — Theory of Computation. 3 hours. A detailed study of the theory of computation. It includes complexity analysis, complexity classes, computability and undecidability, problem-solving strategies, and an introduction to parallel and distributed algorithms. Prerequisites: CSIS 152 and 210. Offered in alternate years.

CSIS 480 — Topics in Computer Science. 3 hours. Selected topics in computer science to provide opportunity for individual attention to areas of special interest such as graphics, Artificial Intelligence, and compiler construction. Prerequisite: Consent of the instructor.

CSIS 490 — Field Experience. 3 hours. Designed to allow the student to integrate principles learned in the classroom by working in a business situation. The program is under the joint planning and supervision of the business involved and the CSIS department faculty. Prerequisite: Consent of the faculty adviser monitoring the work.

CSIS 491 — Research Problems in Computer Science. 3 hours. The student will be assigned to a faculty adviser for the project. The student will choose an area of interest for the project along with the adviser. Periodic progress reports and a final report describing the project must be completed. Prerequisite: Consent of the project faculty adviser.



Sensitive equipment helps chemistry students evaluate chemical compounds.



Two electrical engineering students review a student project with their professor.

Engineering and Physics Department — ENGN

Faculty

MICHAEL ALLAN GINGERICH (1987)

*Associate Professor of Engineering; Chair,
Engineering and Physics Department*

B.S., 1985 University of Illinois at Urbana

M.S., 1987 University of Illinois at Urbana

Ph.D., 1991, University of Illinois, Urbana

ERIC A. ERICKSON (1986)

Assistant Professor of Engineering

B.A., 1985 Olivet Nazarene University

M.S., 1990, University of Illinois, Chicago

University of Illinois, Chicago

IVOR G. NEWSHAM (1972)

Professor of Physics

B.A., 1968 Northwest Nazarene College

Ph.D., 1972, Washington State University

The Department of Engineering and Physics at Olivet Nazarene University provides an education in engineering science and engineering design. Our mission is to deliver a high quality engineering curriculum in a Christian environment to prepare individuals for a career as a professional engineer. The department provides a complete curriculum leading to a Bachelors of Science Degree in Engineering. The ONU engineering student can choose an emphasis in Mechanical Engineering, Electrical Engineering, or a select non-engineering field.

The engineering program prepares students for a successful engineering career or advanced studies by:

1. **Developing their academic discipline and integrity.** The engineering curriculum is rigorous and requires good study habits. The Engineering and Physics Department supplies students with a design studio, a state-of-the-art computer aided design facility, and direct access to professors. The engineering faculty assign home work and design problems that are "real life" and instructional.

2. **Developing their understanding of physical science and the scientific method.** Engineering students complete sequences in Physics, Mathematics, Chemistry, and basic Engineering Science. These sciences are the foundation for good engineering design.

3. Developing their ability to model physical systems. Modeling is used to describe an existing system and to predict the behavior of a proposed design. This ability is essential to solving open ended problems. Engineers learn to make decisions and recommendations, selecting from a variety of possible solutions. Solutions are based on detailed analysis, approximations, and best available information.

4. Developing their engineering design skills. What is a feasibility study? Preliminary engineering? Final engineering? Contract and fabrication drawings? Engineering design is emphasized throughout the departmental course offerings. Several courses specifically deal with teaching the engineering design process.

5. Developing their written and oral communication skills. Engineering students complete a course in Experimental Design and Technical Communication. This course and other general education requirements, combined with experience, produce engineering graduates who communicate confidently and effectively.

The engineering graduate is fully prepared for an entry level engineering position or to continue on with graduate training.

Students considering transfer to the ONU Engineering Program should complete a standard pre-engineering curriculum (similar to the one listed on the following pages).

Engineering Major: 44 hours. B.S.

Required:

ENGN 100 — Engineering Seminar
 107 — Engineering Graphics
 230 — Statics and Dynamics
 241 — Mechanics of Materials
 301 — Electrical Circuits and Networks
 304 — Digital Systems
 325 — Structural Analysis and Design Specifications
 326 — Advanced Mechanics of Materials
 335 — Technical Communication and Experimental Design
 370 — Dynamic Systems (Control Theory)
 380 — Thermodynamics
 412 — Introduction to Machine Synthesis and Component Design

420 — Fluid Mechanics

490 — Project Design

491 — Senior Seminar

Required supporting courses:

PHYS 201,202 — General Physics

CHEM 103 — General Chemistry I

104 — General Chemistry II

MATH 147,148 — Calculus I and II

CSIS 151 — Principles of Programming

MATH 361 — Calculus III

357 — Differential Equations

Plus four additional electives in Electrical Engineering, Mechanical Engineering, or a specific non-engineering field. Technical electives for non-engineering fields should be contracted with the Engineering Department Chairman. A list of non-engineering fields and recommended electives is available at the Engineering Department Office. This list includes Environmental Science, Business Administration, Mathematics, Biology, Pre-Law, Chemistry, Geology, and Computer Science.

Pre-Engineering Program:

For students wanting 2 or 3 years of instruction at Olivet before transferring to another college or university.

ENGN 100 — Engineering Seminar

107 — Engineering Graphics

230 — Statics and Dynamics

241 — Mechanics of Materials

To be supported by:

PHYS 201, 202 — General Physics I and II

CHEM 103 — General Chemistry I

104 — General Chemistry II

CSIS 151 — Principles of Programming

MATH 147,148 — Calculus I and II

361 — Calculus III

357 — Differential Equations

Physics Minor: 17-18 hours

Required:

PHYS 201, 202 — General Physics I, II

230 — Statics and Dynamics

Choose one of these:

PHYS 301 — Electrical Circuits

380 — Thermodynamics

420 — Fluid Mechanics

To be supported by:

MATH 147, 148 — Calculus I, II

Physics Teaching Minor: 28 hours.

Required:

PHYS 201, 202 — General Physics I, II

230 — Statics and Dynamics

301 — Electrical Circuits

304 — Digital Systems

380 — Thermodynamics

420 — Fluid Mechanics

To be supported by:

MATH 147, 148 — Calculus I, II

Engineering Courses — ENGN

ENGN 100 — Engineering Seminar. ½ hour. Engineering lecture for freshmen; selected topics each week.

ENGN 107 — Engineering Graphics. 3 hours. Use of instruments; geometric construction; lettering; orthographic projection; sketching; isometric and oblique projections; inking, tracing and blueprinting; dimensioning; sectioning. Lecture and laboratory.

ENGN 230 — Statics and Dynamics. 4 hours. Analysis of force systems; equilibrium of two and three dimensional systems; trusses, frames, friction; and introduces the principle of virtual work. Introduces the elements of vector calculus as applied to mechanics; treats the kinematics of three-dimensional motion of a particle and of a rigid body; considers motion relative to translating and rotating reference frames; and treats the kinetics of particles and rigid bodies by using principles involving force, mass and acceleration, work and energy, and impulse and momentum.

ENGN 241 — Mechanics of Materials. 3 hours. Relationship between the internal stresses and deformations produced by external forces acting on deformable bodies, primarily elastic. Normal and shear stresses and deformations produced by tensile, compressive, torsional and bending loading of members; state of stress and failure; deflection of beams; elastic strain energy and impact loading; stability and buckling of columns. Prerequisite: ENGN 230.

ENGN 250 — Engineering Economics. 3 hours. Application by engineers of economic and financial principles to capital investment. Analysis by present worth, annual cash flow, rate of return benefit-cost, and replacement considerations. Depreciation, taxes, inflation, probability and risk, and evaluation of optimum use of resources. Prerequisite: PHYS 201.

ENGN 301 — Electrical Circuits and Networks. 3 hours. This course emphasizes an analysis of general networks and an introduction to signals and systems. Included are studies of simultaneous linear differential equations, Laplace transformations, network theorems, functions, and two port parameters. Three lecture periods per week. Prerequisites: PHYS 202 and MATH 357 or MATH 351.

ENGN 304 — Digital Systems. 3 hours. Design of digital circuits with digital integrated circuit components. Binary arithmetic and codes. Logic gates, Boolean functions, minimization. Analysis and synthesis of combinational and sequential circuits. Computer organization. Laboratory experience. Prerequisite: Physics 202.

ENGN 310 — Circuits and Signal Processing. 4 hours. Laplace transform and circuit analysis; multiport networks, frequency response; Fourier series and Fourier transform analysis of signals; sampling theorem; FFT; computer solutions. Prerequisites: Grade of C or better in ENGN 301 and in CSIS 151.

ENGN 325 — Structural Analysis and Design Specifications. 3 hours. Fundamental concepts in the classical and computer based design of structures. Analysis of determinate and indeterminate structures, maximum stresses and deflections. Applies principles of steel construction, including material failure, fatigue, buckling, connections, reliability, and design specifications. Prerequisite: ENGN 241.

ENGN 326 — Advanced Mechanics of Materials. 3 hours. Study of Stress/Strain conditions and the application of elastic and plastic theory to design criteria. Study of the behavior of several engineering materials. Introduction to finite element analysis. Prerequisite: ENGN 241.

ENGN 335 — Technical Communication and Experimental Design. 3 hours. Study of the fundamental principles of technical communication in science and engineering, including preparation of technical reports and compositions, and preparation and delivery of oral presentations. Emphasis is placed upon proper design of the experimental technique as well as use of statistics to provide validity of the communication. Prerequisite: Two laboratory science courses.

ENGN 340 — Digital Electronic Circuits. 4 hours. Junction diode. Bipolar and field-effect transistor switches. Circuit implementation of logic gates in various logic families. Bistable circuits and semiconductor memories. Laboratory. Prerequisites: Grades of C or better in ENGN 301 and in ENGN 304.

ENGN 342 — Analog Circuit Design. 4 hours. Differential amplifiers, operational amplifiers and feedback amplifiers. Frequency response, stability, and compensation of amplifiers. Linear and nonlinear applications. Laboratory. Prerequisite: ENGN 301.

ENGN 344 — Transmission Lines. 4 hours. Transmission line parameters and equations, sinusoidal traveling waves, step function waves, loss and lossless lines, impedance, admittance, Smith chart, transient phenomena; introduction to electromagnetic fields, Maxwell's equations, and waveguides. Laboratory. Prerequisite: ENGN 301.

ENGN 351 — Introduction to Material Science. 3 hours. Structure, properties, and processing of metallic, polymeric, ceramic, and composite materials. Perfect and imperfect solids; phase equilibria; transformation, kinetics; mechanical behavior; material degradation. Prerequisites: PHYS 201, ENGN 241.

ENGN 353 — Vibration Analysis. 3 hours. Free and forced vibration of discrete and continuous systems. Lagrange's equation, Fourier series, Laplace transforms; matrix and computational methods. Application to practical engineering problems. Prerequisites: ENGN 230.

ENGN 355 — Computer Aided Design. 3 hours. Application to computer geometrics, animation, analysis, database and optimization to engineering design. Review of computer programs and languages, linear and nonlinear programming; matrix methods and numerical techniques. Prerequisites: CSIS 151, ENGN 107.

ENGN 370 — Dynamic Systems (Control Theory). 4 hours. Introduction to the operational techniques used in describing the behavior of dynamic systems; elements of modeling; equilibrium and linearization; Laplace transformation techniques; system response via the transfer function; block diagrams and computer simulation; matrix operations; system response via state variables; and stability. Lectures and weekly lab. Prerequisite: MATH 357.

ENGN 380 — Thermodynamics. 4 hours. Introduction to classical thermodynamics through the second law; system and control volume analyses of thermodynamic processes; irreversibility and availability; relations among thermodynamic properties; and discussion and microscopic aspects. Lectures and weekly lab. Prerequisites: PHYS 202 and MATH 361.

ENGN 385 — Heat Transfer. 3 hours. Fundamentals of heat transfer by conduction, convection, and radiation. Applications to heat exchanges, tubes, surfaces, phase changes, and mass transfer. Numerical methods for solving heat transfer problems. Design of equipment involving heat transfer processes. Prerequisite: ENGN 380.

ENGN 412 — Introduction to Machine Synthesis and Component Design. 3 hours. Study of the kinematics and kinetics of machines and machine components. Introduction to design specification and procedures for machine components, including linkages, gears, cams, bearings, clutches, shafts, and brakes. Prerequisite: ENGN 241.

ENGN 420 — Fluid Mechanics. 4 hours. Lectures and weekly laboratory sessions on fluid properties; fluid statics, continuity, momentum, and energy principles; ideal and real fluid flow; similitude; laminar and turbulent boundary layers; closed conduit flow, open channel flow, and compressible flow; turbomachinery. Prerequisite: ENGN 230.

ENGN 490 — Project Design. 3 hours. Design of various engineering devices and systems. Teams of two to four students work toward the development of engineering solutions to problems supplied by industry. A midterm and final report summarize the work of the semester for sponsor and faculty.

ENGN 491 — Senior Seminar. ½ hour. Series of lectures and discussions by department faculty and visiting professional engineers on ethics, professional registration, the role of technical societies, and the relation of engineering to such disciplines as economics, sociology, and government.

Physics Courses — PHYS

PHYS 121 — College Physics I. 4 hours. Mechanics, Sound, Fluids, Thermodynamics. A non-calculus course for Life Scientists and General Education. Emphasis is on Life Science applications. 3 lecture periods and 2 laboratory hours per week. Prerequisite: MATH 131 - Algebra and Trigonometry or its equivalent.

PHYS 122 — College Physics II. 4 hours. Continuation of Physics 121. Electricity, Magnetism, Optics, Atomic and Nuclear Physics. Prerequisite: PHYS 121.

PHYS 201 — General Physics I. 5 hours. Mechanics, Fluids, Waves, Sound Thermodynamics. A calculus based course for physical scientists and engineers. 4 lecture periods and 2 laboratory hours per week. Corequisite: MATH 147 (Calculus I) or equivalent.

PHYS 202 — General Physics II. 5 hours. A Continuation of Physics 201. Optics, electricity, magnetism, atomic physics, modern physics. Prerequisite: PHYS 201.

PHYS 230 — Statics and Dynamics. 4 hours. Same as ENGN 230.

PHYS 301 — Electrical Circuits and Networks. 3 hours. Same as ENGN 301.

PHYS 304 — Digital Systems. 3 hours. Same as ENGN 304.

PHYS 380 — Thermodynamics. 4 hours. Same as ENGN 380.

PHYS 420 — Fluid Mechanics. 4 hours. Same as ENGN 420.



Geology students examine rock samples in labs as well as participate in fact finding field trips throughout the year.

Geological Sciences Department — GEOL

Faculty

MAX W. REAMS (1967)

*Professor of Geology; Natural Sciences
Division Head, Geological Sciences
Department Head*

B.A., B.S., 1961, M.S., 1963, University of
Kansas

Ph.D., 1968, Washington University
(St. Louis)

Career opportunities are very good in the Geological Sciences.

Crises in energy, water and mineral resources, as well as increased environmental concerns, place earth scientists in high demand.

Olivet graduates in the Geological Sciences are employed in consulting, environmental and engineering companies; government agencies, petroleum and mineral industries, service industries, and as educators. A majority of Olivet's graduates in Geological Sciences go on to graduate schools, almost all with graduate assistantships.

Olivet's program is a balance of theory, lab skills and techniques, field work and research. Departmental resources include a rock lab; collections of rocks, minerals and fossils; map and library holdings; equipment including microscopes, exploration seismograph, electrical resistivity apparatus, x-ray powder diffractometer, 12-inch reflecting telescope, solar telescope, planetarium, microcomputers, etc.

The Department also provides preparation for students fulfilling General Education Requirements, majors in the Interdisciplinary Programs, and for those who want to expand their awareness of their physical environment.

For detailed outlines of the Geological Science programs, write or phone the Chairman of the Department.

Geological Sciences Major, B.S.:

Required Core: 32 hours

GEOL 105 — Physical and Historical
Geology

301 — Paleontology and Stratigraphy

- 303 — Geomorphology and Hydrology
- 353 — Mineralogy and Optical Crystallography
- 355 — Petrology and Geochemistry
- 363 — Sedimentology and Sedimentary Petrology
- 366 — Structural Geology and Field Methods
- 390 — Seminar
- 388 — Geophysics
- or 492 — Research

Concentration A: Geobiology

18 hours of approved* Biology

Concentration B: Geochemistry

3 hours of approved* upper division Mathematics

CHEM 301 — Quantitative Analysis

382 — Physical Chemistry I

8 hours of approved* upper division Chemistry

Concentration C: Geology

3 hours of approved* Geological Science,

16 hours of Biology, Computer Science, Engineering, upper division Chemistry, or upper division Mathematics.

Concentration D: Geomathematics/Computer Science

3 hours approved* upper division Mathematics

3 hours approved* Computer Science

6 hours approved* Computer Science and/or upper division Mathematics

Concentration E: Geoengineering

ENGN 230 — Statics and Dynamics

241 — Mechanics of Materials

420 — Fluid Mechanics

MATH 361 — Calculus III

351 — Linear Algebra

or 357 — Differential Equations

*Approved by Department Head

Required supporting courses:

Math 147 — Calculus I

148 — Calculus II

341 — Statistics

CSIS 151 — Programming

CHEM 103 — General Chemistry I

104 — General Chemistry II

PHYS 201 — General Physics I

202 — General Physics II

Teaching Major: See Interdisciplinary Major in the Physical Sciences

Geological Science Minor: 16 hours

Required:

Courses approved by the Department Head in accordance with student's needs.

Earth and Space Science Teaching Minor: 24 hours

Recommended:

GEOL 105 — Physical and Historical Geology

130 — Astronomy

351 — Planetarium Operations

Typical Courses for a Student Majoring in Geological Sciences

Freshman Year

Physical and Historical Geology

General Chemistry

Calculus

Bible I

Freshman Composition

Physical Education

Sophomore Year

Structural Geology and Field Methods

Geomorphology and Hydrology

General Physics

Social Science/Fine Arts

Christian Doctrine

Courses

GEOL 105 — Physical and Historical Geology. 4 hours. The earth's surface and interior and the processes which form them. Origin of the earth and its changing patterns of continents, oceans and life. Laboratory uses minerals, rocks, fossils, topographic and geologic maps, and aerial photographs to interpret changes in the earth and its life through time. Short field trips. 3 lecture periods and 1 laboratory period.

GEOL 120 — Oceanography. 3 hours. The form, structure and history of ocean basins; movements, composition and origin of the sea; origin and distribution of sediments and life in the oceans; oceanographic methods. No prerequisite. 3 lecture periods. Offered in alternate years.

GEOL 130 — Astronomy. 4 hours. An introduction to the structure and origin of the universe. Includes the study of the solar system, stars, galaxies, black holes, quasars, etc. Laboratory introduces the student to various techniques used in astronomical studies. The planetarium and observatory are utilized. 3 lecture periods and 1 laboratory period.

GEOL 301 — Paleontology and Stratigraphy. 4 hours. The fossil record of life on earth. History, taxonomy, patterns of development and ancient communities. Layered rock sequences and their historical interpretation. Laboratory emphasizes fossil identification, environmental interpretation, correlation and classification of sections, well-logging and subsurface methods. Fields trips. Prerequisite: GEOL 105 or BIOL 120 or 121. 3 lecture periods and 1 laboratory period. Offered in alternate years.

GEOL 303 — Geomorphology and Hydrology. 4 hours. The study of surficial processes and the landforms they produce. Analysis of the hydrologic cycle, emphasizing groundwater flow and its interrelationships with surface water. Laboratory involves analysis of landforms using maps, aerial photographs and satellite imagery; measurements of geomorphic processes; aquifers and surface flow will be analyzed using well data, resistivity equipment, current meter, etc. 4 day field trip. Prerequisite: GEOL 105. 3 lecture periods and 1 laboratory period. Offered in alternate years.

GEOL 312 — Geology of Illinois. 3 hours. A study of the landscape, structure, mineral and water resources, environmental problems and hazards, rocks, minerals, fossils and geologic history of Illinois. Short field trips. No prerequisites. Offered in alternate years.

GEOL 351 — Planetarium Operations. 2 hours. A "hands-on" experience in planetarium operations. Includes application of astronomical concepts, program development, planetarium techniques, and the use of other astronomical tools. The planetarium will be used extensively, as well as the observatory. Prerequisite: GEOL 130.

GEOL 353 — Mineralogy and Optical Crystallography. 4 hours. The earth's minerals, their origin, crystal structures, crystal optics, physical and chemical properties, and economic significance. Laboratory uses crystal models, stereographic projections, goniometers, X-ray single crystal and powder diffraction cameras, and physical and chemical methods to identify minerals, with special emphasis on the petrographic microscope, studying mineral grains and thin sections. Prerequisite: CHEM 104 or PHYS 202; and MATH 131 or equivalent. 2 lecture periods and 2 laboratory periods. Offered in alternate years.

GEOL 355 — Petrology and Geochemistry. 4 hours. The chemical, mineralogical and textural properties of igneous and metamorphic rocks; their field occurrences and relationships to tectonic processes; their origin and diversity in terms of chemical equilibria. Problem-solving emphasizes quantitative geochemistry of igneous, metamorphic and sedimentary processes. Laboratory emphasizes description, classification and interpretation of hand specimens and thin sections, with supplementary X-ray powder diffractometry data. 4 day field trip. Prerequisite: GEOL 353. 2 lecture periods and 2 laboratory periods. Offered in alternate years.

GEOL 363 — Sedimentology and Sedimentary Petrology. 4 hours. The composition, textures and structures of sedimentary rocks; processes which form these features; facies relationships, basin analysis and tectonic frameworks. Laboratory includes sieve analysis, study of thin sections, use of the X-ray diffractometer and study of sedimentary features. 4 day field trip. Prerequisite: GEOL 105. 3 lecture periods and 1 laboratory period. Offered in alternate years.

GEOL 366 — Structural Geology and Field Methods. 4 hours. The nature and origin of the earth's deformed rocks considered at scales ranging from atomic to global. Plate tectonics and regional geology, especially of North America. The structure and origin of the earth's deep interior. Laboratory emphasizes solving structural problems, interpreting geologic history, geologic mapping using aerial photographs, etc., and field mapping of igneous and sedimentary rocks involving instruments, drafting techniques, and writing geologic reports. 4 day field trip. Prerequisite: GEOL 105. Trigonometry is recommended. 3 lecture periods and 1 laboratory or field period. Offered in alternate years.

GEOL 388 — Geophysics. 3 hours. An introduction to the physics used to interpret the interior of the earth. Emphasis is on principles, methods and tools used in the areas of seismology, gravity, magnetism, heat flow and electrical properties as they relate to the geophysical character of the earth. Co-Requisites: PHYS 202 and MATH 148. 2 lecture periods and 1 laboratory period. Offered in alternate years.

GEOL 390 — Seminar. 1 hour. Special topics of current interest in the geological sciences. Prerequisite: 7 hours of Geological Sciences. Offered in alternate years.

GEOL 492 — Research. 1-3 hours. Detailed study of an area of the student's interest, involving library, laboratory and/or field work. Paper required. Prerequisite: Senior standing and 15 hours of Geological Sciences.

Mathematics Department - MATH

Faculty

DAVID T. ATKINSON (1970)

Professor of Mathematics; Chair, Department of Mathematics

B.S., 1964, Eastern Nazarene College

M.A., 1967, Boston University

Ph.D., 1975, University of Illinois

STEPHEN L. BROWN (1991)

Assistant Professor of Mathematics

B.S., 1968, Penn State University

M.A., 1969, Colgate University

Ed.D., 1986, Syracuse University

DANIEL L. GREEN (1993)

Assistant Professor of Mathematics

B.A., 1986, Kalamazoo College

M.A., 1989, Western Michigan University

Bowling Green State University

DALE K. HATHAWAY (1989)

Associate Professor of Mathematics

B.A., 1983, Eastern Nazarene College

M.A., 1986, Boston University

Ph.D., 1989, Boston University

The Department of Mathematics offers majors leading to either the B.A. or B.S. degrees, either for teaching or other fields. Both teaching and non-teaching minors are also offered.

Many of Olivet's mathematics graduates are now mathematics teachers in junior or senior high schools. Graduate teaching fellowships are readily available at major universities for superior students to pursue graduate studies in mathematics.

Several recent graduates have begun careers in actuarial science, the top-rated occupation in **Jobs Rated Almanac**. Actuaries work in the insurance and financial planning fields. Besides actuarial work, a variety of other positions in applied mathematics is available for the well prepared student.

Core Requirements for all Mathematics Majors:

All departmental work applied to a major must be in courses numbered 147 and above, including:

MATH 147 — Calculus I

148 — Calculus II

210 — Discrete Mathematics

341 — Statistics

351 — Linear Algebra

361 — Calculus III

430 — Abstract Algebra

450 — Senior Seminar in Math

To be Supported by:

6 hours of Computer Science

Mathematics Major: 34 Hours. B.A.

The Mathematics Core plus:

9 hours of upper division Mathematics

To be supported by a minor of at least 16 hours or a second major.

Mathematics Teaching: 34 Hours. B.A.

The Mathematics Core plus:

MATH 355 — Modern College Geometry

473 — Foundations of Mathematics

3 hours of upper division Mathematics

Completion of the professional education sequence including MATH 474 — Teaching of Secondary School Mathematics, and a second teaching field or special emphasis.

Mathematics Major: 40 Hours. B.S.

The Mathematics Core courses plus:

MATH 354 — Numerical Analysis

362 — Calculus IV

410 — Introduction to Real Analysis

6 additional hours of upper division Mathematics.

To be supported by 15 hours in one or two areas which emphasize the use of Mathematics. At least 9 hours must be upper division and must be approved by the department chairman. This is in addition to the 6 hours of Computer Science required in the departmental core.

Mathematics Teaching: 40 Hours. B.S.

The Mathematics Core plus:

MATH 355 — Modern College Geometry

473 — Foundations of Mathematics

9 additional hours of upper division Mathematics.

Completion of the professional education sequence including MATH 474 and a second teaching field or special emphasis.

Mathematics Minor: 20 Hours

All departmental work applied to a minor must be in courses numbered 147 and above, including:

MATH 147 — Calculus I
148 — Calculus II
351 — Linear Algebra

Mathematics:

9 additional hours above MATH 148.

Mathematics Teaching:*

MATH 474 — Teaching of Mathematics
6 additional hours above MATH 148.

*In Illinois, 25 hours of Mathematics, including the methods course MATH 474, are required. See the Registrar for specific courses needed.

Typical Courses for Students Majoring in Mathematics

Freshman Year

Calculus I and II
Pascal Programming I, II
Freshman Composition
Bible I
Sociology or Psychology
Physical Education

Sophomore Year

Calculus III and IV
Linear Algebra
Differential Equations
Computer Science Elective
Introduction to Fine Arts
General Physics I and II

Mathematics Courses

MATH 090 — Elementary Algebra. 4 hours. A course in the fundamental operations of algebra covering the standard topics through quadratic equations. Equivalent to one year of high school algebra I. This course does not apply to degree requirements.

MATH 095 — Intermediate Algebra. 4 hours. A second course in algebra covering the standard topics through systems of equations. Equivalent to the second year of high school algebra. Prerequisite: MATH 090 or an ACT math score of 14 or above. This course does not apply to degree requirements.

MATH 102 — Mathematics for General Education. 3 hours. A general liberal arts course in mathematics. Applications include sets, basic probability, summation notation, basic statistical measures, scientific notation, arithmetic & geometric sequences, finance, and logarithms. Prerequisite: MATH 095 or a Math ACT of 19 or above.

MATH 111 — Mathematics for Elementary Teachers I. 3 hours. Set notation and operations, number systems and other bases. Special attention is given to whole numbers, integers, rational numbers, and real numbers. Properties of the fundamental operations of arithmetic are studied. Prerequisite: MATH 095, or An Enhanced ACT Math score of 19 or above.

MATH 112 — Mathematics for Elementary Teachers II. 3 hours. A continuation of Math. 111. Topics studied will include geometry (shapes, congruence, relationships, constructions, Pythagorean theorem, symmetries, etc.), measurement (linear, area, volume, angles), elementary probability and statistics. Prerequisites: MATH 111 or consent of the instructor.

MATH 117 — Finite Mathematics with Business Applications. 3 hours. An introduction to finite mathematics with applications in business and management areas. Constructing and using linear models; matrices; solving linear systems of equations; linear programming; mathematics of finance; probability. Prerequisite: MATH 095, or an Enhanced ACT Mathematics score of 19 or above.

MATH 131 — Algebra and Trigonometry. 4 hours. Binomial expansion, inequalities, induction proofs, complex numbers, function notation, logarithms, and basic combinatorics; trigonometric functions, graphs, identities and equations; laws of sines and cosines, DeMoivre's Theorem. Prerequisite: MATH 095 with a minimum grade of C-, or an ACT Math score of 23 or above.

MATH 132 — Trigonometry. 2 hours. Trigonometric functions, graphs, identities, solving trigonometric equations, laws of sines and cosines, and DeMoivre's theorem. Prerequisite: 3 ½ years of high school mathematics or a course in college algebra. MATH 131 and 132 cannot both be taken for credit. MATH 132 is the last half of course 131.

MATH 147 — Calculus I. 4 hours. An introduction to the calculus of one variable with associated analytic geometry. A review of selected topics from algebra; limits; continuity; derivatives and applications; indefinite integration with applications; the definite integral and the fundamental theorem of calculus. Prerequisites: 4 years of high school mathematics and an Enhanced ACT Math score of 26 or above or MATH 131, or consent of the instructor.

MATH 148 — Calculus II. 4 hours. A continuation of MATH 147. Applications of the definite integral; elementary transcendental functions, including their derivatives and integrals; techniques of integration; polar coordinates; hyperbolic functions; conics; L'Hopital's rule; improper integrals; and Taylor's formula. Prerequisite: MATH 147 or consent of the instructor.

MATH 210 — Discrete Mathematics. 3 hours. An introduction to discrete mathematics including sets, functions, algorithms, mathematical induction, combinatorics, recurrence relations, graph theory, trees, networks. Prerequisite: MATH 147.

MATH 341 — Statistics. 4 hours. An introductory course in statistics with applications from a variety of disciplines including education, psychology and sociology. Topics include descriptive statistics, probability, expected value, sampling distributions, estimation, hypotheses testing of means and proportions (one and two sample cases), regression, correlation, chi-square, nonparametric statistics, and an introduction to analysis of variance and latin square designs. Students taking this course for mathematics credit will be assigned additional work, particularly in probability. Prerequisite: The general education requirement in mathematics must be completed before taking statistics.

MATH 351 — Linear Algebra. 3 hours. This course covers the fundamentals of linear algebra, including systems of linear equations, matrices, determinants, vectors and vector spaces (linear independence, basis, dimension, inner product spaces, orthonormal bases), linear transformations, eigenvalues and eigenvectors. Prerequisite: MATH 148.

MATH 354 — Numerical Analysis. 3 hours. The field of numerical analysis deals with mathematical theory which leads to algorithms for solving various types of applied problems. The algorithms are generally highly computational and require a calculator and/or a computer for their execution. Topics include partial summing of infinite series, solution of non-linear equations, systems of non-linear and linear equations, numerical integration and differentiation, linear and multiple regression, and the numerical solution of differential equations. Prerequisites: MATH 351, 361 and 6 hours of CSIS.

MATH 355 — Modern College Geometry. 3 hours. A study of Euclidean Geometry with Hilbert's axioms and projective geometry including duality, harmonic sequences, transformations, and analytic projective geometry. Corequisite: MATH 351.

MATH 357 — Differential Equations. 3 hours. An introduction to differential equations with an emphasis on solving differential equations. Topics include first order equations, linear differential equations, inverse differential operators, the LaPlace transform, nonlinear equations, and power series solutions. Prerequisite: MATH 361.

MATH 361 — Calculus III (Multivariate Calculus). 3 hours. A study of the calculus of real-valued functions of several variables. Partial derivatives, multiple integrals, and infinite series. Prerequisite: MATH 148.

MATH 362 — Calculus IV (Vector Analysis). 3 hours. The calculus of vector functions, line and surface integrals, theorems of Green, Gauss, and Stokes. An introduction to Fourier series. Prerequisite: MATH 361.

MATH 382 — Probability and Mathematical Statistics. 3 hours. Continuous probability spaces, density and distribution functions, random variables, expectations, variance, independence, conditional distributions, random sampling, law of large numbers, estimation of parameters, central limit theorem, hypothesis testing, moment generating functions regression. Prerequisites: MATH 341 and 361.

MATH 410 — Introduction to Real Analysis. 3 hours. A careful study of the properties of the real number system. Topics include order properties, completeness, limits, sequences, continuity, uniform continuity, theory of derivatives and the Riemann integral. Prerequisite: MATH 361. Offered in alternate years.

MATH 420 — Introduction to Complex Analysis. 3 hours. Topics include complex numbers, analytic functions, complex series, complex integration, Cauchy's integral formula, Laurant series and residues, and conformal mapping. Prerequisite: MATH 362. Offered in alternate years.

MATH 430 — Abstract Algebra. 3 hours. A study of the fundamental structures of algebra, including groups, rings, integral domains, fields, isomorphisms, homomorphisms, and quotient structures. Corequisite: MATH 351. Offered in alternate years.

MATH 450 — Senior Seminar in Mathematics. 1 hour. A capstone course for the mathematics major involving a variety of selected problems. Students will work on individual projects which will be presented to the class. Offered each fall.

MATH 461 — The Teaching of Middle School Mathematics. 3 hours. A consideration of the problems, materials, methods, and activities involved in contemporary mathematics teaching of the junior high school student. Implications of current developments and trends in mathematics and mathematics education, including the NCTM Curriculum Standards, are considered in a context of

the psychology of the junior high school student. A 45 hour practicum in a public school setting must be taken concurrently. Corequisite: MATH 351 or MATH 361 or by permission of the instructor. Does not apply to the Mathematics (non-teaching) major.

MATH 473 — Foundations of Mathematics. 3 hours. A consideration of the origin, history, literature and nature of mathematics. Possible topics include Euclid's Elements, development of non-Euclidean geometry, Hilbert's postulates for geometry, algebraic structure, the modern mathematical method, number systems, sets, logic and philosophy. Prerequisites: MATH 351 and MATH 361.

MATH 474 — The Teaching of Secondary School Mathematics. 3 hours. A consideration of the problems, materials and methods involved in contemporary mathematics teaching. Implications of current developments and trends in mathematics for the teacher, particularly the NCTM curriculum standards, are considered. Includes a 45-hour practicum in a public school setting. Does not apply to non-teaching mathematics major. Corequisites: MATH 351, 361 or permission of instructor.

MATH 491 — Topics in Mathematics. Selected topics in mathematics to provide opportunity for individual attention to areas of special interest. Prerequisite: Consent of the instructor. Hours to be arranged.



Mathematics courses support a wide variety of disciplines, from physics to the social sciences, including the work of these engineering students.



Core courses in mathematics teach students the skills they will need in their future careers.



Nursing students signify their dedication to service to God and others during a special ceremony held in their sophomore year.

Division of Nursing

Nursing Education — NURS, NRSG

Janice Holmes, Acting Division Head

The mission of the Division of Nursing is to promote Christian nursing education designed to prepare graduates for entry into professional nursing. In this endeavor, the students investigate Man, Health, the Environment and Nursing. The students develop critical thinking skills as practitioners, client educators, research utilizers, change agents and patient advocates in a variety of settings.

Nursing Department — NURS

Nurses are taught to consider five dimensions: spiritual, biological, psychological, social, and developmental. The Betty Neuman Health Care System Model is the nursing theory which underlies the curriculum.

Students are exposed to a variety of learning experiences ranging from health promotion and maintenance to restorative care during illness. They work in a variety of health care agencies. These experiences help to broaden the student's view of employment opportunities.

The nursing program is designed on the belief that the liberal arts are an essential foundation for nurses as they study Man, Health, the Environment and Nursing.

The program has approval from the Illinois Department of Professional Regulation and is accredited by the National League for Nursing.

Kappa Sigma is the local chapter of the International Honor Society for Nurses, Sigma Theta Tau. Membership is based on scholastic and leadership achievement.

The nursing program has two tracks, the traditional four year track and the RN completion track. The RN completion track is exclusively for registered nurses who have graduated from an associate degree nursing program or a diploma nursing program.

Faculty

JANICE HOLMES (1984)

*Associate Professor of Nursing; Acting Head,
Division of Nursing*

B.S.N., 1956, Illinois Wesleyan University
M.S.N., 1978, Northern Illinois University

LINDA DAVISON (1984)

Assistant Professor of Nursing

Diploma, 1971, J.F. Burnham School Nursing
B.S.N., 1979, Governor's State University
M.S.N., 1983, Governor's State University
M.B.A., 1989, Olivet Nazarene University

PAUL L. DILLINGER (1989)

Assistant Professor of Nursing

B.S., 1971, Olivet Nazarene University
M.A., 1974, Austin Peay State University
M.S.N., 1988, Univ. of Texas at El Paso

SUSAN HOBBS DRAINE (1983)

Associate Professor of Nursing

B.S., 1976, Olivet Nazarene University
M.S.N., 1983, University of Alabama
M.B.A., 1990, Olivet Nazarene University

AMY GOLYSHKO (1981)

Associate Professor of Nursing

B.S.N., 1975, North Park College
M.S., 1982, Northern Illinois University

LINDA GREENSTREET (1981)

Associate Professor of Nursing

A.A., 1971, Belleville Area College
B.S., 1979, Olivet Nazarene University
M.S.N., 1984, Governors State University

LEONA C. HAYES (1970)

Associate Professor of Nursing

B.S., 1954, University of Denver
A.B., 1955, Seattle Pacific College
Certificate in Nurse-Midwifery, 1960, Frontier
Nursing Service
M.S., 1964, University of California
Ed.D., 1991, University of Illinois

CHARLOTTE KECK (1974)

Associate Professor of Nursing

B.S., 1964, Goshen College
M.S., 1974, Northern Illinois University
M.A.E., 1989, Olivet Nazarene University
Nova University

CONNIE MILTON (1986)

Associate Professor of Nursing

B.S., 1980, Olivet Nazarene University
M.S.N., 1985, Loyola University of Chicago

PHYLLIS REEDER (1979)

Professor of Nursing

Diploma, 1960, South Chicago
Community Hospital
B.S., 1975, Olivet Nazarene University
M.S.N., 1979, University of Illinois
Ph.D., 1991, University of Illinois-Chicago

Nursing majors graduating from Olivet Nazarene University receive the Bachelor of Science degree. They are prepared to sit for the NCLEX-RN exam and to practice as a generalist as well as pursue graduate work in nursing.

The nursing curriculum builds on a broad liberal arts foundation, and is supported by behavioral and life science courses. Nursing studies progress from a wellness emphasis to life-threatening situations, and address clients as individuals, families, and communities.

Students must submit evidence of good health in accordance with Illinois Department of Health regulations for health care agency

personnel. The Nursing Division will make reasonable accommodation for those students who have special health problems or disabilities when such accommodation is possible as determined by the Division.

Students interview with a nursing professor sometime during the first year of study at Olivet. At this time, attention is given to student scholastic achievement and potential for success in the nursing major.

Student grades are reviewed each semester. In order to progress to the next nursing level, students must receive a grade of C or higher in each nursing course, and a grade of C- or higher in each of the supporting courses.

A cumulative grade point average of 2.2 is required to progress in the nursing courses.

Permission must be obtained from the nursing department head before repeating a nursing course. Students may not repeat more than one nursing course which has a practicum.

Continuation in nursing is also dependent upon the demonstration of personal and professional growth, and achieving satisfactory grades in each supportive course and each nursing course.

Transfer students are accepted after all qualified pre-nursing students have been placed. Students wishing to transfer must meet the same criteria as students who began their college work at Olivet.

Transportation to and from clinical sites is the responsibility of the student. Frequently, students carpool to save on expenses.

Nursing Major: 51 hours. B.S.

Required:

- NURS 202 — Introduction to Professional Nursing
- 230, 231 — Basic Concepts Health Assessment I, II
- 360 — Adult Health Theory
- 365 — Adult Health Application
- 375 — Parent/Child/Family Theory
- 385 — Parent/Child/Family Application
- 441 — Advanced Adult/Mental Health
- 445 — Advanced Adult/Mental Health Application
- 455 — Leadership/Community Health

- 460 — Leadership/Community Health Application
- 466 — Nursing Research
- 476 — Issues and Trends

To be supported by:

- CHEM 101 — Introduction to Chemistry
- 102 — Principles of Organic and Biological Chemistry
- BIOL 246, 247 — Human Anatomy and Physiology
- 356 — Microbiology
- HMEC 327 — Human Nutrition
- PSYC 211 — Child Developmental Psychology
- 212 — Adolescent and Adult Developmental Psychology
- SOCY 120 — Introductory Sociology

Typical Program of Courses for a Student Majoring in Nursing

Freshman Year

- Freshman Composition
- Introduction to Chemistry
- Organic and Biological Chemistry
- Introduction to Sociology
- Mathematics
- Intro. to Professional Nursing
- Bible I
- Physical Education

Sophomore Year

- Child Developmental Psychology
- Basic Concepts/Assessment I, II
- Anatomy and Physiology I, II
- History
- Introduction to Fine Arts
- Adolescent and Adult Psychology
- Christian Doctrine
- International courses
- Literature
- Speech

Junior Year

- Nursing Theory
- Nursing Application
- Microbiology
- Human Nutrition

Senior Year

- Nursing Theory
- Nursing Research
- Nursing Application
- Issues and Trends
- Bible II
- Church and Christian Living

Nursing Courses

NURS 202 — Introduction to Professional Nursing. 2 hours. Professional nursing, its historical emergence, characteristics, ethics and unique role in health care are presented. Critical thinking, theory development and application are examined as well as the nature, purpose and process of research.

NURS 230 — Basic Concepts/Health Assessment I. 4 hours. The first nursing course with a clinical experience component. Systems such as health care delivery and sociocultural affiliation in the promotion and maintenance of wellness in the client system are explored. Concepts impacting client wellness are presented including stress, stress management, development, needs and pharmacology. Data collection, physical assessment, nursing diagnosis, and communication skills are included as well as those technical skills necessary for basic nursing care.

NURS 231 — Basic Concepts/Health Assessment II. 4 hours. This course continues with the wellness approach to client-centered nursing and those nursing skills included in NURS 230. Nursing skills relating to planning and the implementation and evaluation of care are learned and applied in the clinical setting. Prerequisites: NURS 230, NURS 202, and SOCY 120.

NURS 360 — Adult Health Theory. 5 hours. The theoretical foundation of nursing care to adults with acute and chronic illnesses is the focus of NURS 360. Medical, surgical, and nutritional treatment modalities are explored. Professionalism in nursing practice, concepts of nursing research, and exploration of sociopolitical and legal aspects of care are studied. To be taken concurrently with NURS 365. Prerequisites: 200-level nursing courses, PSYC 211, PSYC 212, BIOL 246, and BIOL 247.

NURS 365 — Adult Health Application. 5 hours. NURS 365 is the application of the theory presented in NURS 360. The course consists of one hour of class and 12 hours of practicum each week. In the practicum, students utilize the nursing process and Neuman Model as they provide nursing care to clients in health care facilities. Settings include medical and surgical hospital units, surgical services, and rehabilitation. To be taken concurrently with NURS 360.

NURS 375 — Parent/Child/Family Nursing Theory. 5 hours. The theoretical foundation of nursing care to the child-bearing and child-rearing family is the focus of NURS 375. The well family across the life span is discussed. Community resources appropriate for the family unit are explored. Growth and development theory of the individual and family are emphasized. Professionalism in

nursing practice, concepts of nursing research, and exploration of sociopolitical and legal aspects of care are studied. To be taken concurrently with NURS 385. Prerequisites: 200-level nursing courses, PSYC 211, 212, BIOL 246 and 247.

NURS 385 — Parent/Child/Family Nursing Application. 5 hours. NURS 385 is the application of the theory presented in NURS 375. This course consists of one hour of class and 12 hours of practicum each week. In the practicum, students utilize the nursing process and the Neuman Model as they provide nursing care to clients in agency settings. Facilities include maternity and pediatric units, physicians' offices, prenatal classes, day care centers, schools, clinics, and home visitations. To be taken concurrently with NURS 375.

NURS 441 — Advanced Adult/Mental Health Nursing Theory. 2 hours. The theoretical foundation of nursing care to individuals who are experiencing core penetration from complex multidimensional stressors is the focus of this course. Theory from previous nursing courses will be integrated to provide a foundation for care of the high-risk, critically ill individual and to individuals experiencing acute mental illness. The needs of the individual as they impact the family and community will be discussed. Theory of group process is included. To be taken concurrently with NURS 445. Prerequisites: 300-level nursing courses, HMEC 327, and BIOL 356.

NURS 445 — Advanced Adult/Mental Health Nursing Application. 6 hours. NURS 445 is the application of the theory presented in NURS 441. The course consists of two hours of class time and 14 hours of practicum each week. In the practicum, students use the nursing process and Neuman Model as they provide care to high-risk, critically ill and mentally ill clients. To be taken concurrently with NURS 441.

NURS 455 — Leadership/Community Health Nursing Theory. 2 hours. The theoretical foundation of leadership and community health nursing is the focus of this course. Leadership principles and organization of health care systems are presented. Principles of epidemiology and appraisal, and modification of risk factors in aggregates are explored. Factors such as organizational communication and sociopolitical forces are examined for their influence on various population groups and organizations in the health care system. To be taken concurrently with NURS 460. Prerequisites: 300-level nursing courses, HMEC 327, and BIOL 356.

NURS 460 — Leadership/Community Health Nursing Application. 7 hours. NURS 460 is the application of the theory presented in NURS 455. The course consists of two hours of class and 15 hours of practicum each week. The student practicum shall include nursing care of individuals and groups of clients in community settings with emphasis given to demonstration of leadership behaviors for professional nursing practice. To be taken concurrently with NURS 455.

NURS 466 — Nursing Research. 2 hours. Research is defined and explored as a process. The student will develop a research proposal; select a problem, do a literature review, and plan the methodology including discovery or construction of a data-gathering device. Emphasis is on the importance of the study to applied research or development of a body of knowledge. Use of a computer in nursing research is explored. Prerequisites: 300-level courses.

NURS 476 — Issues and Trends. 2 hours. Issues and trends affecting nursing are explored and discussed from an historical and/or current perspective. The focus is on nursing as a profession including nursing practice, nursing education, legislation, and ethics. The roles of the professional as a practitioner, teacher, and researcher are covered. Data will be collected, analyzed, and results obtained to communicate the findings of the research proposal begun in NURS 466. Opportunities for professional growth and role transition to the professional nurse are discussed. Prerequisite: NURS 466.

NURS 480-489 — Selected Topics in Nursing. 2 hours. Two hour elective courses will be offered no more than once every year and no more than two offerings each semester. Examples of courses include NURS 480 — Pharmacology for Nurses, and NURS 483 — Nursing and Altered Physiological Mechanisms.

NURS 499 — Special Topics in Nursing. Individualized study program on a topic not covered in a regular course.

Degree Completion Track for Registered Nurses

The RN completion track is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional track. However, in recognition of the special needs of the working adult, the curriculum is packaged to accommodate the adult student. The nursing courses are presented in sequence in a modular arrangement of content. In addition to out-of-class study group sessions,

students meet one night per week for four hours of class. The majority of classes are six weeks in duration. Upon completion of one course, the students move directly into the next course. The 13 nursing courses may be completed in approximately 71 weeks. A group of 20 admitted students is needed to begin a class that then advances together through the entire sequence of courses.

The requirements of the University for the general education courses and supporting courses are the same as those for traditional students. Students may achieve credit in general education and supporting courses with success on proficiency or CLEP examinations.

All students are required to take NLN-Mobility exams.

Admission to the Bachelor of Science Degree Program for Registered Nurses:

1. Current license for registered nurse.
2. An associate degree in nursing or a diploma school graduate.
3. An overall grade point average (GPA) of 2.2 in previous college work.
4. Completion of application process including two letters of recommendation to affirm applicant's professional promise, character, and capacity for upper-division college level of study.
5. Records validating current physical exam and selected immunizations and lab work.
6. Validation of professional liability insurance (some agencies may require a specific amount of coverage).

Transfer of Credit Policy:

A maximum of 82 semester credit hours (or equivalent quarter hours) may be accepted from community colleges as transfer credit to the RN degree-completion track at Olivet.

Nursing Courses for Registered Nurses

NRS 300 Introduction to Professional Nursing. 3 hours. This course presents an overview of concepts which formulate the framework for professional nursing practice. The historical, philosophical, and professional perspectives are presented as the geneses for the development of professional nursing. Emphasis is placed upon the theoretical basis for the science of nursing with a focus on the Neuman Model. Also included in the

module are the concepts of communication, development of a philosophy, and conceptual framework of nursing, professional socialization, and accountability, and the holistic approach to nursing of the individual and family.

NRS 335 — Computers & Health Care. 3 hours. Basic concepts of computers are presented. Applications of these concepts are practiced during hands-on experiences. Assignments are individualized to meet the needs of the novice as well as the computer literate. Computer applications are introduced such as word processing, spreadsheets, education programs, data base, information systems, and graphics. Access to a personal computer is necessary to complete all the requirements. The nursing computer lab is available for student use.

NRS 345 — Transcultural Nursing. 3 hours. In this course, the development of cultural sensitivity is studied. Students design the delivery of culturally appropriate nursing care.

NRS 350 — Health Assessment. 3 hours. The focus is on the health continuum across the life span of individuals. Variations of wellness within each dimension are viewed using the Neuman Model. An emphasis is placed on physical assessment for well individuals. Practicum consists of performing physical assessments on well individuals.

NRS 375 — Family Health Nursing. 3 hours. A study of the well family including changes in the family structure as well as roles and functioning which transpire across the life span. Family theories are applied using the Neuman Model. Practicum includes home visits to young and elderly families.

NRS 395 — Nursing Research. 2 hours. A study of the development of nursing knowledge. The research process is studied including methodology, the review and critique of research literature, and the formulation of a research proposal.

NRS 441 — Advanced Adult Health Nursing. 3 hours. This course focuses on a study of critical and crisis situations across the life span. Emphasis is given primarily to the individual, but the impact of crisis on the family is also discussed. Students use the Neuman Model as a guide for the nursing process. The practicum experience is based upon individual learning needs and could include experiences in critical care units across the life span, oncology units (both inpatient and outpatient settings), burn units, or emergency units.

NRS 445 — Families in Crisis. 2 hours. This course presents group theory and crisis intervention in the management of dysfunctional families. Selected therapeutic groups are observed and group assignments completed. The practicum is based upon individual needs in broadening their

experience with the therapeutic use of group intervention.

NRS 455 — Community Health Nursing. 3 hours. Focus is on the well community as a client and use of community resources for health promotion. High risk population aggregates are studied. The roles of the school nurse and occupational health nurse are experienced. Resources studied include community agencies, clinics, and public health agencies. Practicum consists of agency visits, conducting an epidemiology study, and participation in a community disaster simulation.

NRS 460 — Leadership in Nursing. 3 hours. Leadership principles and organization of health care systems are presented. Application is accomplished by integrating theory with task fulfillment and character development by use of critical thinking exercises. Factors such as organizational communication and sociopolitical forces are examined for their influences on various population groups and organizations in the health care system.

NRS 465 — Health, Law, & Ethics. 3 hours. The legal and ethical aspects of the roles of care giver, teacher, and manager of care are examined. Emphasis is placed on professional and legal accountability, and responsibilities. Attention is also given to the development and administration of law as it relates to health care issues. Selected laws are reviewed. Ethical theory and principles and various ethical decision-making models are studied. Case studies which present various ethical/legal/moral dilemmas are analyzed.

NRS 466 — Research Project. 1 hour. Students are assisted as they complete the proposal for their research project. As the proposal is approved, a pilot study is conducted after the discovery or construction of a data-gathering device. Results of the study are then communicated via a paper/poster presentation.

NRS 476 — Issues and Trends in Nursing. 3 hours. This capstone course focuses on current issues and trends in the profession of nursing and in the professional role of the individual nurse. An in-depth study is done of selected issues and trends in professional nursing practice, in the health care delivery system, and in nursing education. Emphasis is placed on strategies that individual nurses and the collective profession can utilize to impact the issue/trend.



Kelley Prayer Chapel, near the north entrance to the campus, is a place for devotional meetings, individual prayer and meditation.

Division of Religion

Biblical Literature — BLIT

Christian Education — CHED

Theology — THEO

Philosophy — PHIL

Robert Branson, Division Head

The mission of the Division of Religion is to educate for ministry within the Wesleyan-Arminian tradition, preparing clergy and laity for service to the church and the community and facilitating their personal spiritual development.

The Division contributes to the general education of all students by providing a basic understanding of how to interpret the Bible and to think through the theology of Christian faith in order to provide an adequate intellectual basis for spiritual growth and ethical decision making, seeking to provide opportunities for spiritual formation and practical expressions of Christian commitment.

The Division enables those desiring to prepare for professional ministry or graduate studies to gain entry level knowledge and skills in the areas of biblical studies, theology, philosophy, history of Christianity, and practices including Christian education and spiritual formation. While students of other ecclesiastical backgrounds are welcomed, as part of an educational institution of the Church of the Nazarene, the Division intentionally designs its program to meet the ordination requirements of that denomination.

The Division, in cooperation with the School of Graduate and Adult Studies, provides a graduate program to enable students who are preparing for professional ministry, and

ministers who wish to continue their education, to engage in the advanced study of religion and ministry.

The objectives of the Division are practical as well as theoretical in scope and relate the specific aims of its departments to both the mission of the Division and the University. Our students will:

1. Be able to engage in interpretation and exegesis of the foundation documents of the Christian faith.

2. Be able to think analytically about the Christian faith, particularly as expressed in the Wesleyan-Armenian theological tradition, organizing concepts into systematic and logical structures and then evaluating those structures.

3. Be able to communicate their faith so as to serve both their local church and contemporary society.

4. Be able to make informed ethical decisions, applying Christian values to contemporary issues.

5. Gain an informed awareness of the identity and function of religious institutions and movements through the study of the history of Christianity and world religions.

6. Have opportunity for spiritual growth and be provided with the foundations for continued growth following college.

Faculty

ROBERT BRANSON

Professor of Biblical Literature
Head, Division of Religion

A.B., 1963, Bethany Nazarene College

B.D., 1966, Nazarene Theological Seminary

Th.M., 1969, Midwestern Baptist Theological Seminary

Ph.D., 1976, Boston University

JOHN C. BOWLING (1991)

President of the University; Professor of Theology

B.A., 1971, Olivet Nazarene University

M.A., 1972, Olivet Nazarene University

M.R.E., 1973, Southwestern Baptist Theological Seminary

Ed.D., 1978, Southwestern Baptist Theological Seminary

D.Min., 1988, Southern Methodist University

Post-Doctoral Study, 1990, Harvard University

RON DALTON (1993)

Assistant Professor of Religion

B.A., 1975, Trevecca Nazarene College

M.Div., 1979, Nazarene Theological Seminary

D.Min., 1984, Vanderbilt University

C. WILLIAM ELLWANGER (1977)

Professor of Theology

Th.B., 1945, Olivet Nazarene University

B.D., 1948, Nazarene Theological Seminary

D.Miss., 1988, Trinity Evangelical Divinity School

J. KENNETH GRIDER (1993)

Distinguished Visiting Professor of Theology

Th.B., 1944, Olivet Nazarene University

B.D., 1947, Nazarene Theological Seminary

M.Div., 1948, Drew University

Ph.D., 1954, University of Glasgow/Scotland

CRAIG KEEN (1994)

Professor of Theology

B.A., 1972, Bethany Nazarene College

M.A., 1975, Bethany Nazarene College

M.Div., 1975, Nazarene Theological Seminary

Ph.D., 1985, The Claremont Graduate School

RUSSELL LOVETT (1992)

Assistant Professor of Biblical Literature

B.A., 1968, Olivet Nazarene University

M.A., 1970, Olivet Nazarene University

M.Div., 1977, Nazarene Theological Seminary
Trinity Evangelical Divinity School

LARRY MURPHY (1992)

Assistant Professor of Biblical Literature

B.S., 1976, Trevecca Nazarene College

M.Div., 1981, Nazarene Theological Seminary

Th.M., 1983, Duke University

Ph.D., 1988, Southern Baptist Theological Seminary

ROBERT D. SMITH (1982)

Professor of Theology

B.A., 1974; M.A., 1975, Southern Nazarene University

M.Div., 1977, Nazarene Theological Seminary

Ph.D., 1981, Baylor University

RICHARD THOMPSON (1994)

Assistant Professor of Biblical Literature

B.A., 1980, Olivet Nazarene University

M.Div., 1984, Nazarene Theological Seminary

Southern Methodist University

Typical Program for Students Majoring in the Division of Religion

Freshman Year

Fundamentals of Christian Ministry

Bible I

Introduction to Philosophy

Freshman Composition

Christian Education

Physical Education

Sophomore Year

Christian Doctrine

Fundamentals of Speech

Introduction to Fine Arts

Elementary Greek

History or Sociology

Biblical Hermeneutics

Course of Study for Ministers

Degree candidates are advised that the *Manual, Church of the Nazarene*, states the following minimum requirements for graduation from the Course of Study of ministers:

Biblical Literature — 12 hours

Theology — 12 hours, including one semester of Doctrine of Holiness

Homiletics, Practics, and Religious Education — 12 hours, including some credit in each of these fields

Church History — 8 hours, including one course in the History and Polity of the Church of the Nazarene with emphasis on the Manual.

Evangelism and Missions — 4 hours English, Literature and Speech, 12 hours

Philosophy and Psychology — 8 hours, including some credit in each.

History and Social Science — 8 hours.

This includes all History courses other than Church History. Social Science includes Sociology, Economics and Political Science.

Science — 4 hours. This would include any physical or natural science such as Biology, Chemistry, Physics, etc.

Total of 80 semester hours

Biblical Literature Department — BLIT

The aims of this Department are: (a) to lead students into an intelligent appreciation of the Bible as the foundation of our Christian faith and as an important factor in our civilization; (b) to give students a basic understanding of the organization and content of our English Bible, and to acquaint them with the principal persons and events involved in Biblical history; (c) to train students in a sound interpretation of the Bible, and to help them to make practical applications to Christian doctrine, experience, and life; and (d) to acquaint students, especially those who are preparing for the ministry, with the origin and literary history of the Bible and with some of the more important problems of Bible study.

Biblical Literature Major: 28 hours. B.A.

Required: 28 hours upper division Biblical Literature, including 9 hours of New Testament Greek exegesis, and at least 9 hours in the Old Testament.

To be supported by: Systematic Theology 353, 354; Philosophy, 9 hours; Literature, 6 hours; History, 6 hours. One supporting course must deal with the ancient and medieval period.

At least two elective courses from: Christian Education, Church History 351, 352, 357; Church Administration 452, Homiletics 455, Theology 462 — Evangelical Perfection, History and Polity of the Church of the Nazarene 471.

Biblical Literature Minor: 16 hours

Required:

Courses approved by the Department Head to include at least 12 hours in upper division work.

Minor (Greek): 14 Hours

Required:

133, 134, 334 and 335 or 336 and 337.

Courses

BLIT 100 — Bible I. 3 hours. An introduction to the serious study of the Old Testament as Scripture, its original historical and literary contexts, and its contemporary relevance within the Christian church. Attention is given to the history of the people of Israel, the geography, customs,

thought, and languages of the biblical world. The course is intended to cultivate an appreciation for the Old Testament, and to provide the necessary background for understanding the New Testament.

BLIT 133 — Elementary Greek I. 4 hours. A comprehensive elementary course which includes grammar, pronunciation, reading, and translation of Koine Greek. Lecture and laboratory for individualized instruction.

BLIT 134 — Elementary Greek II. 4 hours. A continuation of BLIT 133.

BLIT 250 — Biblical Hermeneutics. 3 hours. A serious study of the science of biblical interpretation including a survey of the history of interpretation, and an introduction to the theory, methods, and practice of biblical exegesis. Several specific types of scripture will be examined for the purposes of interpretation, with special attention to the New Testament. Prerequisites: BLIT 100 and THEO 201. *Required for all majors and minors within the Division of Religion, except for Christian Education/Church Music majors, in place of BLIT 300.*

BLIT 300 — Bible II. 3 hours. An introduction to the New Testament within its historical and literary contexts. Attention is given to its message, literary features, significant persons and events, enduring values, and contemporary application. The course is intended to promote appreciation for the biblical faith through attention to the major themes of both Old and new Testaments. Opportunity is given for the development of exegetical and hermeneutical skills through the careful study of selected New Testament passages, student presentations, and group discussions. This course is intended to provide information, develop advanced Bible study skills, cultivate mature appreciation for the New Testament, and motivate lifelong study of the Scriptures. Prerequisite: BLIT 100. *BLIT 250 must be taken instead of BLIT 300 by most majors and minors in the Religion Division.*

BLIT 334, 335, 336, 337 — New Testament Greek Exegesis. 3 hours. Grammar review and attention to the principles of sound exegesis of the Greek New Testament. Prerequisites: satisfactory completion of Greek 133 and 134, or 231. Course 334 deals with Romans and Galatians; 335 deals with Ephesians, Luke, Hebrews and Revelation; 336 deals with I and II Corinthians; 337 deals with Matthew, Acts, the Pastoral Epistles and James. These courses are offered in sequence in alternate years, one each semester.

BLIT 356 — Psalms and Wisdom Literature. 2-3 hours. A survey of Hebrew poetry and Wisdom Literature in English translation. A study of selected Psalms and portions of Job, Proverbs, Ecclesiastes and Song of Solomon.

BLIT 365 — Hebrews and General Epistles. 2 hours. An exegetical study of Hebrews and the General Epistles (James, 1 and 2 Peter and Jude) in English translation.

BLIT 379 — Old Testament Prophets I. 3 hours. A study of the background, contents and teachings of Hosea, Amos, Isaiah, Micah, Jonah, Obadiah.

BLIT 380 — Old Testament Prophets II. 3 hours. A study of the background, contents and teachings of Jeremiah, Lamentations, Ezekiel, Daniel, Joel, Nahum, Habakkuk, Haggai, Zephaniah, Zechariah and Malachi.

BLIT 467 — Pauline Epistles I. 3 hours. An exegetical study of Romans, 1 and 2 Thessalonians, Colossians, Philemon and the Pastoral Epistles with the background provided in Acts.

BLIT 468 — Pauline Epistles II. 3 hours. An exegetical study of Galatians, 1 and 2 Corinthians, Ephesians and Philippians with the background provided in Acts. Courses in the 500 series are open to qualified seniors and graduate students.

BLIT 471 — Pentateuch. 3 hours. A study of the historical background and the development of the Hebrew people as found in Genesis, Exodus, Leviticus, Numbers and Deuteronomy.

BLIT 473 — Synoptic Gospels. 3 hours. A study of the life and teachings of Jesus based on a comparative examination of the first three Gospels in English translation. Attention is given to the particular perspective and distinctive features of Matthew, Mark and Luke.

BLIT 474 — Johannine Literature. 3 hours. An exegetical study of the Gospel and Epistles of John and the Revelation in English translation.

BLIT 475 — Old Testament Historical Books. 3 hours. An exegetical study of the history of Israel from the conquest through the post-exilic period as reflected in the books of Josh a, Judges, 1 and 2 Samuel, 1 and 2 Kings, 1 and 2 Chronicles, Ezra, Nehemiah and Esther.

BLIT 600-699 — Graduate Level Courses. Open to some seniors. See the Coordinator of Graduate Studies in Religion.

Christian Education Department — CHED

The opportunities of service for volunteer and paid, professional workers in Christian Education are multiplying. The demand for trained personnel is increasing for full-time directors of Christian Education in local churches, week-day school teachers, and age-group directors. In addition, local churches need V.B.S. directors and workers, Sunday school teachers, youth workers, and Caravan workers.

The Department of Christian Education provides training to individuals who feel called to this type of work. Some will be full-time staff persons. Others will supplement their vocational training in this area to increase their Christian service effectiveness.

The Department seeks to (1) acquaint students with the fundamental principles of Christian Education, (2) offer a major for those who plan to devote full time to Christian Education, (3) offer a minor for students who wish to supplement their vocational training with some skills in Christian service, and (4) help majors meet Manual requirements for commission as ministers of Christian Education.

Majors in Christian Education are urged to take courses in music, business, radio, drama, speech, and art to increase their usefulness in the local church. For the minor in Church Music see the Department of Music.

Christian Education Major: 27 hours. B.A. or B.S.

Required:

CHED 115 — Christian Education
451 — History and Philosophy of Religious Education
452 — Church School Administration
471 — History and Polity of the Church of the Nazarene
491, 492 — Supervised Field Work
Thirteen additional hours of upper division work in Christian Education.

Required supporting courses:

PSYC 101 — Introduction to Psychology
211 — Child Developmental Psychology
or 212 — Adolescent and Adult Developmental Psychology
SPCH 101 — Fundamentals of Speech

Strongly recommended supporting courses:

MUCH 276 — Elementary Conducting
SPCH 104 — Parliamentary Law
ENGL 241 — Journalism
ART 105 — Crafts Studio
or EDUC 261 — Art Activities for the Elementary School

Christian Education and Church Music, Combination Major. B.A. or B.S.

Required:

Christian Education: 23 hours

115 — Christian Education
301 — Principles and Methods for C.E.
364 — Christian Education of Youth
377 — Music in Worship
451 — History and Philosophy of R.E.
452 — Church School Administration
471 — History and Polity of the Church of the Nazarene
491-492 — Supervised Field Work including some music

Upper division electives — 2 hours

Church Music: 43½ hours

MUTH 100, 110, 200 — Music Theory
MUED 101 — Careers in Music
MUTH 111, 201 — Aural Skills
MULT 190 — Music Literature
MUCH 378 — Choral Music and Conducting
379 — Music in the Church Service
MULT 391 — Music History and Literature
MUAP Voice and Piano — 12 hours, with a minimum of 4 hours of each.
MULT 183 or 383 — Choral Union (4 semesters)
MUCH 478 — History of Church Music
480 — Supervised Conducting Practicum
MUTH 494 — Instrumentation
And 4 hours selected from Instrument courses: 180 — Percussion, 280 — Strings, 380 — Woodwinds, 381 — Brass.
Piano proficiency is required.

Christian Education Minor: 17 hours

Required:

CHED 115 — Christian Education

452 — Church School Administration

491 or 492 — Supervised Field Work
in Christian Education

Ten additional hours of upper division
work in Christian Education.

A major in Christian Education who plans to seek ordination as an elder or deacon in the Church of the Nazarene is advised to consult the 1993 *Manual* and the Department of Pastoral Ministries' *Handbook on Ministerial Studies*.

Students may combine additional studies required for certification with the fifth year graduate program at Olivet toward the Master of Arts degree with a major in Religion, or continued graduate studies at Nazarene Theological Seminary, Kansas City, Mo. 64131.

Courses

CHED 104 — Parliamentary Law. 1 hour. The study and practice of parliamentary procedure.

CHED 115 — Christian Education. 3 hours. A study of the aims, methods, materials and programs of Christian education. Agencies of the local church for educational evangelism and development of Christian character will be considered, including Sunday school, youth groups, mission society, home and extension services, weekday religious instruction, activities in the church and community. The organization and administration of all Christian education in the local church will be considered, including present day problems and trends.

CHED 296 — Instructional Media in Christian Education. 1 hour. Same as EDUC 296.

CHED 298 — Audio-Visual Laboratory in Christian Education. 1 hour. Same as EDUC 298.

CHED 299 — Summer Ministries in the Church of the Nazarene. 1-3 hours. This course is designed to prepare the student for practical involvement in the summer ministries program of the Church of the Nazarene. It emphasizes the nature and background of the specific ministries, cross-cultural understanding, personal growth, Biblical understandings, churchmanship, and special skills appropriate to these respective ministries.

CHED 301 — Principles and Methods for Christian Education. 3 hours. A study of the principles of educational theory as they relate to the teaching ministries of the church, and a survey of practical teaching methods for use in the local church.

CHED 363 — Christian Education of Children. 2 hours. A study of the basic principles of child psychology in relation to the needs of the child, materials and methods for children's work in the nursery, beginner, primary and junior departments, and the administration of the church school program for children. Prerequisites: CHED 115, PSYC 101, 211. Through CHED 491 or 492 additional credit may be earned by actual involvement in teaching this age group.

CHED 364 — Christian Education of Youth. 2 hours. A study of adolescent psychology in relation to the nature and needs of young people, materials, methods and programs for youth work in the intermediate, senior and young people's departments, a suggested program of Bible study, evangelism, worship, recreation, and stewardship to win and hold the adolescent group. Prerequisites: CHED 115, PSYC 101, 212. Through CHED 491 or 492 additional credit may be earned by actual involvement in teaching this age group.

CHED 365 — Christian Education of Adults. 2 hours. A study of the nature and needs of the adult groups and materials and methods for teaching adults. Special attention is given to planning for the young adult group, missionary, stewardship and other Christian Service Training education in the local church. Prerequisites: PSYC 211 or 212 and CHED 115. Through CHED 491 or 492 additional credit may be earned by actual involvement in teaching this age group.

CHED 366 — Contemporary Ministries. 3 hours. A study of various ministries that are currently being used by the church. Such ministries as week-day programs, outreach ministries, camping, social programs, bus ministries, and campus ministries would be dealt with. The course would also be flexible enough to include new ministries as they develop in the life of the church.

CHED 367 — Materials and Methods for Recreation. 3 hours. Same as PHED 367. Prerequisites: CHED 115, PSYC 101, 211.

CHED 377 — Music in Worship. 2 hours. Same as MUCH 377.

CHED 451 — History and Philosophy of Religious Education. 3 hours. The history of religious education as seen in the Old and New Testaments, church history, and modern times. An interpretation of the philosophy and significance of religious education in the growth and development of the Christian religion. Current major theories of religious and secular education compared with scriptural principles, formulation of a personal

philosophy of religious education. Prerequisite: CHED 115.

CHED 452 — Church Administration. 3 hours. Same as THEO 452.

CHED 470 — Evangelism and Missions. 4 hours. Same as THEO 470.

CHED 471 — History and Polity of the Church of the Nazarene. 3 hours. Same as THEO 571.

CHED 489 — Problems in Christian Education. 1-2 hours. Individual study of a practical problem in Christian education. The student must decide upon a problem, study it, and propose its solution. The major requirement is a written report of his research. Open to majors only.

CHED 491, CHED 492 — Supervised Field Work in Christian Education. 1 hour, both semesters. Each student is expected to arrange for participation in a practical experience in Christian education, i.e., teaching a class, working in Caravan, participating in a club or camp. One semester should be spent working in directing the Christian educational program as an assistant to the Director of Christian Education, if possible. Christian Education majors and minors only during Senior Year.

CHED 494 — Pastoral Care. 3 hours. Same as THEO 494.

CHED 496 — Community Recreation. 3 hours. A course designed to give the student an understanding of the philosophical background of modern community recreation as well as the role of recreation in meeting the recreation needs of various societal groups.

Theology Department — THEO

The objectives of the Department of Theology are as follows: (1) to cultivate a fuller appreciation of the doctrines, and institutions of the Christian Church through a more adequate knowledge of their origin, development, and historical importance; (2) to emphasize the Arminian theology as interpreted by John Wesley and reconstructed by subsequent holiness movements, especially the Church of the Nazarene; (3) to train young ministers for effectiveness in preaching and efficiency in pastoral methods; (4) to acquaint the student with church government, especially the polity of the Church of the Nazarene; and (5) to inspire and train prospective pastors, evangelists, missionaries, and lay workers in effective methods of evangelism.

The course of study for licensed ministers in the Church of the Nazarene has been considered in the curricular planning of the Division of Religion. While required for ordination in the church, not all of these courses are necessarily included in the requirements for degrees.

Students looking forward to ordination should be guided by their advisors in selecting courses needed for the completion of ordination requirements.

Religion Major: 40 hours. B.A.

Required:

THEO 116 — Fundamentals of Christian Ministry

- 351 — History of Christianity
- 352 or 357 — History of Christianity II, III
- 353, 354 — Systematic Theology
- 452 — Church Administration
- 455 — Homiletics
- 462 — Evangelical Perfection
- 470 — Evangelism and Missions
- 471 — History and Polity of the Church of the Nazarene
- 494 — Pastoral Care
- 496 — Field Training and Service

Supporting Courses: Philosophy, 9 hours; Christian Education 3 hours; Social Science, 6 hours; History, 6 hours; Psychology 3 hours; Speech 104 — Parliamentary Law and 3 additional hours of speech. MUCH 377 — Music in Worship; Biblical Literature: 5-6 hours of upper division Old Testament, including at least 3 hours in the major or minor prophets. Biblical Literature: 5-6 hours of upper division New Testament in either Greek or English.

Theology Major: 40 hours. Bachelor of Theology.

Required:

Same as the Bachelor of Arts in Religion, except for the language requirement of General Education courses, Group V in Intercultural Understanding. The student may select 6 hours of courses in International Relations, Foreign Culture, Ethnic or Cross-cultural Interaction instead of the 8 hours of language.

**Religion and Philosophy Major: 33 hours.
B.A.**

Required:

THEO 351 — History of Christianity I
352 or 357 — History of Christianity II, III
353, 354 — Systematic Theology
462 — Evangelical Perfection
Plus: Philosophy — 12 hours, Biblical
Literature (upper division) — 3 hours,
Practices — 3 hours chosen from
Christian Education, History and Polity,
Homiletics or Church Administration.

Religion Minor: 16 hours

Required:

THEO 351, THEO 352 or THEO 357, 3
hours of upper division Biblical
Literature, an additional 3 hour upper
division course from the Division of
Religion, with additional courses to be
approved by the Division Head. General
Education Courses from the Religion
Division cannot count toward fulfilling
the 16 hour requirement for the Religion
Minor.

Systematic Theology

THEO 201 — Christian Doctrine. 3 hours. A general education course for all students involving a study of the fundamental doctrines of the Christian faith from a Biblical basis. The course will emphasize such concepts as Who or What is God; what is the nature of authority; developing a creed to live by; sin, redemption and sanctification; and comparison to other world religions. This course provides a background for further study, and to acquaint every student with the essential doctrines of the Christian faith with special emphasis given to the doctrine of holiness.

THEO 353, 354 — Systematic Theology. 3 hours both semesters. A general survey of the doctrines of the Christian Church in the light of their scriptural foundation, philosophical implications, and historical development. Special attention will be given to the Arminian point of view in respect to the atonement and the doctrine of entire sanctification. Recommended for juniors.

THEO 401 — The Church and Christian Living. 3 hours. Concepts of church and community of believers with a world-wide view. The history of the church with some specific attention to the Church of the Nazarene. The application of the Christian experience to life and the major issues of the day including Christian concerns regarding the social and physical environment, human worth and dignity, and human justice. The theology of vocation with a study of applying Christian values and ethics to this area of living.

THEO 442 — Contemporary Theology. 3 hours. A study of the making of the modern theological mind from the enlightenment through current theological trends. One emphasis will be how Christianity has/should respond to modernity.

THEO 462 — Evangelical Perfection. 3 hours. A study of the doctrine of Christian perfection with special emphasis on its Biblical and historical background. A survey will be made of the outstanding literature in this field, and especially the life and works of John Wesley. Careful consideration will be given to the implications of Christian perfection for personal experience and practical living. Prerequisites: THEO 353, 354.

Church History

THEO 331 — Renaissance and Reformation. 3 hours. Same as History 331.

THEO 351 — History of Christianity I. 3 hours. A survey of the history of Christianity during the patristic, medieval, and reformation periods.

THEO 352 — History of Christianity II. 3 hours. A survey of the history of Christianity following the reformation period. Emphasis will be placed upon modernity, the Wesleyan tradition, American religious history, and contemporary Christianity.

THEO 357 — History of Christianity III. 3 hours. An examination of the movements, persons and ideas which shaped religious history in America.

THEO 471 — History and Polity of the Church of the Nazarene. 3 hours. A survey of the major types of evangelical church polity in their historical development will lead to an exhaustive study of the Manual of the Church of the Nazarene. The history of the denomination will be carefully surveyed.

Practices

THEO 116 — Fundamentals of Christian Ministry. 3 hours. A course designed to acquaint the student with the foundation and avenues for fulfilling the special call to service and to introduce Olivet's ministerial training objectives. Required of all freshmen in the ministerial training program.

THEO 452 — Church Administration. 3 hours. A comprehensive study of the organization and activities of the local church. Business administration; methods of publicity, evangelization program; ministerial ethics; relation of the church to the district and general program. Particular attention will be given to the Nazarene policy.

THEO 455 — Homiletics. 3 hours. The character of the sermon; the several types of sermons; finding source materials; the major divisions of the sermon; introduction, body, illustrations, conclusion. Analysis of great sermons. Practice in preparation and delivery of sermons. Class criticism.

THEO 470 — Evangelism and Missions. 4 hours. A study of world evangelism with emphasis upon history and methods. Attention is given to the public and personal proclamation of the Gospel in revival and personal work both at home and abroad by the Church of the Nazarene.

THEO 494 — Pastoral Care. 3 hours. A study of the theory, principles, methods, and resources of an effective pastoral ministry to individuals and small groups as it relates to specific needs of people in various stages and circumstances of life. Special attention will be given to the pastor's ministry during human crises such as illness, pain and grief, marriage and family relationships, death, alcoholism, aging, inter-personal relationships. Attention will also be given to the techniques of pastoral calling in homes, counseling sessions and guidance.

THEO 496 — Field Training and Service. 1 to 6 hours. Prerequisites: Senior standing, approval by the committee on Ministerial Training and the completion of academic portion of the Ministerial Program.

THEO 600 to 699 — Graduate Level Courses. Open to some seniors. See Director of Graduate Studies in Religion.

Philosophy — PHIL

Philosophy Minor: 14 hours

Required:

Philosophy — 14 hours from the courses offered.

Courses

PHIL 101 — Introduction to Philosophy. 3 hours. A survey of traditional topics and systems of Philosophy.

PHIL 301 — Logic. 3 hours. An analysis of the logical use of language. The emphasis is placed upon integrity, clarity and precision in argument.

PHIL 325 — World Religions. 3 hours. A study of the religions of the world. The course may survey the major religions or discuss selected ones.

PHIL 351 — Ancient and Medieval Philosophy. 3 hours. An historical survey of the principle ideas of Greek and Medieval philosophers.

PHIL 352 — Modern Philosophy. 3 hours. An historical survey of the principle ideas of philosophers of the Renaissance, Continental Rationalism, British Empiricism, and the Nineteenth and Twentieth Centuries.

PHIL 499 — Topics in Philosophy 1 - 4 hours. A specialized analysis of a traditional topic, a philosopher, or a movement or problem involving individualized research and philosophical dialogue. While courses may include various topics, the primary subject will be Ethics.

Ministerial Certificate Program

The ministerial certificate program is designed to meet the needs of mature persons preparing for the ministry who do not qualify for admission to a degree program, or who otherwise find it impractical to pursue such a program.

While there are no formal academic requirements for admission to this program, students must complete the orientation program before registering for courses. Students in the College may transfer to this program only on the joint recommendation of the Scholarship and Admissions Committee and the Director of the program.

Credits earned in this program may not be counted toward a degree program. Work done will be marked S-Superior; G-Good; M-Medium; P-Poor; U-Unsatisfactory. Record of work taken may be sent to the District Board of Ministerial Studies to be applied on the Course of Study for Ministers as outlined in the Manual of the Church of the Nazarene.

The Certificate is awarded upon satisfactory completion of the 89-90 hours of work listed as follows:

Biblical Literature: 12 hours, including BLIT

100, 300 — Bible I and II

Theology: 12 hours, including

THEO 201 — Christian Doctrine

or 401 — Church and Christian Living

THEO 353, 354 — Systematic Theology

THEO 462 — Evangelical Perfection

Practices and Christian Education: 24 hours

CHED 115 — Christian Education

MUCH 377 — Music and Worship

THEO 116 — Fundamentals of Christian

Ministry

452 — Church Administration

455 — Homiletics

470 — Evangelism and Missions

496 — Field Training

Church History: 9 hours, including

THEO 351 — History of Christianity

352 or 357 — History of Christianity

II, III

471 — History and Polity of the Church of the Nazarene

English and Speech: 13 hours, including

ENGL 103, 104 — Freshman Composition

LIT 200 — Introduction to Literature

SPCH 101 and 104

Philosophy and Psychology: 8 hours

History and Social Science: 8 hours

Natural Science: 4-5 hours



Students taking courses in the Social Science Division use a new computer lab in the Burke Administration Building.

Division of Social Sciences

Social Science — SSCI

Accounting — ACCT

Business — BSNS

Economics — ECON

History — HIST

Political Science — PSCI

Home Economics — HMEC

Psychology — PSYC

Sociology — SOCY

William Bell, Division Head

The Division of Social Sciences consists of the Departments of Accounting, Business, History and Political Science, Home Economics, Psychology, and Sociology.

The overall mission of the Division is to develop men and women who are intellectually mature, who are professionally ready for employment or graduate school in their field of study, who dedicate themselves to the service of their neighbor, who can express behaviorally the values which they embrace, and who view every aspect of life as a means of advancing the Kingdom of God.

To achieve this goal, the Division's energies are dedicated to exploring human existence from historical, psychological, sociological, economic and management perspectives, and critiquing social values from a Christian world view.

Social Science — SSCI

Social Sciences Major: 54 hours. B.A.

Required:

ECON 111, 112 — Principles of Micro and Macro Economics
HIST 111 — Western Civilization I
112 — Western Civilization II
SOCY 120 — Introductory Sociology
SSCI 201 — Physical and Cultural Geography
471 — Seminar in Social Science

At least 24 hours of upper division courses in The Social Science Division. Course work is to be distributed as follows: 24 hours in one department, 8 hours from each of two other departments; additional hours may be from above department or other areas of the division.

Teaching Major: 54 hours. B.A.

Required:

Same as above plus the Professional Education Sequence, including SSCI 478 — Teaching the Social Studies. The 24 hour area must be in history with a minimum of 8 hours in U.S. History and 8 in General and European History.

To teach Psychology in Illinois, you must have 20 hours of Psychology course work. To teach Economics, Sociology, or Political Science in Illinois, you must have at least 8 hours in the area to be taught.

Teaching Minor: 24 hours

Required:

Option A — 16 hours of history including 8 hours in U.S. History and 8 in General or European History. 8 additional hours from Division of Social Sciences, including SSCI 201, Physical and Cultural Geography.

Option B — 8 hours each from two of the following areas:

Economics, Political Science, Psychology, and Sociology. 8 additional hours from the Division of Social Sciences, including SSCI 201, Physical and Cultural Geography.

Public Policy Major: 55 hours. B.A.

Required:

BSNS 160 — Principles of Management
241 — Business Statistics
ECON 111 — Principles of Microeconomics
112 — Principles of Macroeconomics
345 — Economics of the Public Sector
PSCI 101 — Intro to Political Science
222 — History of Political Philosophy
223 — Intro to American Government
SOCY 120 — Introduction to Sociology
321 — Social Psychology
SSCI 471 — Seminar in Social Science

In addition, one of these specializations must be completed:

Option A: Domestic Policy

HIST 131 — American Civilization I
132 — American Civilization II

Plus 15 hours from:

ECON 312 — Intermediate Macroeconomics
359 — Economics of Human Resources
HIST 344 — Recent United States History
NSCI 301 — Science, Technology, & Env.
350 — Topics in Environmental Science
PSCI 344 — American Public Policy
347 — American Constitutional Law
SOCY 380 — Ethnic Relations
SSCI 242 — Federal Seminar
350 — Urban America

Option B: Foreign Policy

HIST 111 — Western Civilization I
112 — Western Civilization II

Plus 15 hours from:

ECON 308 — Comparative Economic Systems
365 — International Trade & Finance
HIST 360 — History of Russia
366 — Latin American History & Politics
PSCI 221 — Foundations of Int'l Relations
346 — U.S. Foreign Policy since 1914
349 — Third World Development
SOCY 364 — Anthropology

Required Supporting Courses:

MATH 117 — Finite Mathematics
GEOL 105 — Physical/Historical Geology

Participation in the AuSable Institute or in one of these Christian College Coalition programs: American Studies, Latin American Studies, Middle East Studies, or Russian Studies will count for up to 6 hours of credit toward either the Domestic or Foreign Policy option.

Courses

SSCI 201 — Physical and Cultural Geography. 3 hours. An interdisciplinary study of the basic principles of geography and the inter-relationship between physical environment and political and social development. The course is team-taught by a geologist and a historian or political scientist. The course will follow the regional approach, looking at ten regions of the world which are representative of the variety of geographical settings of world cultures. Supplementary map studies will introduce students to the political structure of the world.

SSCI 242 — Federal Seminar. 1-3 hours. Credit is given for participation in an extended seminar in Washington, D.C., involving lectures, group sessions and visits to various governmental agencies. Attendance at, and participation in, campus-based class sessions and follow-up activities may also be required. This course may not be applied toward the general education history requirement; nor does it fulfill the teacher education requirements of American history or American government.

SSCI 350 — Urban America. 3 hours. This course deals with the history and development of American metropolitan areas including both the city and the suburb. Particular emphasis is given to the variables of population, environment (both natural and built) and to technology in the formation of the social organization of the city. Attention is given to the genesis of contemporary urban problems and their possible solutions. About 1/3 of the course is devoted to urban history and development in countries outside the United States. May be taken for domestic multicultural credit for Teacher Education majors. Prerequisite: SOCY 120.

SSCI 471 — Seminar in Social Science. 3 hours. A course to correlate the fields of social science and summarize current problems of society with a view of their possible solutions. The student will be required to apply social science research methods to a topic of interest.

SSCI 478 — Teaching the Social Studies. 3 hours. A course in education dealing with the problems and methods of teaching history and the social sciences. Intended for those who plan to teach in this field in the secondary school. Not counted toward the non-teaching major or minor. Includes a 45-hour practicum in a public school setting. Prerequisite: EDUC 351 or permission of instructor.

Christian College Coalition Programs

American Studies Program

The American Studies Program is designed for juniors and seniors with a wide range of academic majors and vocational interests. The program is offered both fall and spring semesters each year. 16 hours are earned in the program; 8 are classroom work in domestic and foreign policy analysis from a Christian point of view, and 8 are in an internship in one of more than 500 internship opportunities available to CCC students.

Because of its unique location in the nation's capital, this "Washington Campus" is viewed as one way of challenging students to consider the meaning of proclaiming the Lordship of Jesus Christ in all areas of life, including career choices, public policy issues and personal relationships. This program is administered by the Department of History and Political Science. Credit may apply to majors in history, political science, public policy, and social sciences, or toward general education credit for other majors.

Russian Studies Program

The Russian Studies Program is conducted in three major cities of Russia: Moscow, Nizhni Novgorod and St. Petersburg. It is composed of beginning or intermediate Russian language study, history and culture of Russia, and Modern Russian society. Contact with Russian university students, Russian families, and English-speaking teachers enhances the cultural exchange opportunities in this program. This program is administered by the Department of History and Political Science. Credits may apply to majors in history, political science, public policy and social sciences, or toward general education credit for other majors.

Middle East Studies Program

The Middle East Studies Program is based in Cairo, Egypt, with an extended study trip to Israel. It is comprised of Arabic language study, study in Islamic culture, contact with Eastern Orthodox Christian culture, and exploration of the incredibly complex political and cultural tensions of this region of the world. This program is administered by the

Department of History and Political Science. Credits may apply toward majors in history, political science, public policy and social science, or toward general education credit for other majors.

Latin American Studies Program

The Latin American Studies Program is based in San Jose, Costa Rica. It is comprised of Spanish language study, Latin history and culture, scientific study in the rain forest, or topics in international business. The program involves living with a Costa Rican family, participating in community activities, and travel through neighboring Central American countries. This program is administered by the Department of Modern Languages. Credit may be applied toward majors in business, environmental science, history, modern languages, political science, public policy, or social science, or toward general education credit for other majors.

Other programs offered in connection with the Christian College Coalition include the Los Angeles Film Study Center in Burbank, California; and European Renaissance and Reformation Studies, based at Oxford University, England.

Accounting Department — ACCT

Faculty

LAURA L. BATES (1994)
Assistant Professor of Accounting
B.A., 1982, Spring Arbor College
M.B.A., 1991, Rochester Institute of Technology

RICK MILLER (1991)
Assistant Professor of Accounting
B.S., 1980, Ferris State University
M.B.A., 1985, Eastern New Mexico University
Certified Public Accountant

STEVEN RICE (1991)
Assistant Professor of Accounting
B.S., 1983, University of Delaware
M.S., 1988, Boston College
Certified Public Accountant

The purpose of the accounting major is to provide a broad background of accounting principles, practices and procedures to enable the student to prepare for accounting and management responsibility.

A major in accounting will also provide the student with the courses required to sit for the CPA examination in most states. The requirements for taking the CPA examination are established by each state. Therefore, the student should make inquiry of the appropriate State Board regarding the specific requirements, well in advance of the examination. Successful completion of the major will include an emphasis on the theoretical knowledge necessary to pass the CPA examination.

Accounting Major: 62 hours. B.A. or B.S.

Required:

ACCT 205, 206 — Principles of Accounting
355, 356 — Intermediate Accounting
357 — Cost Accounting
461 — Consolidations and Partnerships
462 — Governmental and Not-for-Profit Accounting
465 — Income Taxation
467 — Auditing
BSNS 160 — Principles of Management
170 — Computer Applications in Business
241 — Business Statistics

- 270 — Principles of Finance
- 351 — Business Law I
- 352 — Business Law II
- 490 — Business Policy and Strategy
- 495 — Seminar in Leadership
- ECON 111 — Microeconomics
- 112 — Macroeconomics

To be supported by:

- MATH 117 — Finite Math. with Business Applications
or 147 — Calculus I
- PSYC 101 — Introduction to Psychology
- SPCH 101 — Fundamentals of Speech

Accounting Minor: 25 hours

Required:

- ACCT 205, 206 — Principles of Accounting 355, 356 — Intermediate Accounting and 9 additional hours of upper division Accounting courses.

Courses

ACCT 205 — Principles of Accounting I. 4 hours. A study of the principles of bookkeeping and accounting. Such topics as recording transactions, posting to ledger accounts, adjusting and closing accounts, use of business forms, and preparation and interpretation of financial statements will be treated. The course emphasizes proprietorship and corporation accounting. Strongly recommended prerequisite: MATH 117.

ACCT 206 — Principles of Accounting II. 4 hours. A continuation of the study begun in ACCT 205. Prerequisite: ACCT 205.

ACCT 355 — Intermediate Accounting I. 4 hours. Treats such phases of accounting as accepted principles and procedures for setting up working papers and financial statements; correction of prior years' earnings; handling ownership, asset, and liability accounts in a corporation; interpretation of financial statements; analysis of working capital operations; statement of cash flow; and income tax allocation. Prerequisite: ACCT 206.

ACCT 356 — Intermediate Accounting II. 4 hours. A continuation of the study begun in ACCT 355. Prerequisite: ACCT 355.

ACCT 357, 358 — Cost Accounting. 3 hours both semesters. The utilization of basic cost accounting principles, practices and procedures for industries using either a process job order or a

standard cost system. The effective use of cost accounting as a management tool is emphasized. Prerequisites: ACCT 355 and junior standing.

ACCT 460 — Contemporary Accounting Issues. 3 hours. The presentation of this course will be on a seminar basis covering the following fields: accounting theory, auditing, taxes, and other areas of interest to the student. Offered in alternate years. Prerequisite: Senior standing and/or permission of the instructor.

ACCT 461 — Consolidation and Partnerships. 3 hours. A study of the accounting procedures and principles relating to business combinations, both internal and external. The procedures for the preparation of consolidated financial statements is emphasized. This course also covers the accounting principles relating to the formation, operation, and liquidation of partnerships. Prerequisites: Junior standing. Strongly recommended prerequisite: ACCT 356.

ACCT 462 — Governmental and Not-for-Profit Accounting. 3 hours. This course involves the study of the unique accounting practices of governmental accounting and not-for-profit organizations. The focus will be on fund accounting and the reporting requirements of financial statements. Other topics in the governmental and not-for-profit sector will be covered as appropriate. Prerequisites: Junior standing. Strongly recommended prerequisite: ACCT 356.

ACCT 465 — Income Taxation. 3 hours. Presents an analysis and interpretation of the Federal Income Tax Laws. Emphasizes the legal concepts of income, deductions and exemptions. The information is applied in a practical way through the preparation of returns for individuals, partnerships and corporations. Strongly recommended: Senior standing and/or permission of the instructor.

ACCT 467 — Auditing. 3 hours. Presents the purposes of audits as conducted by the certified public accountant. Emphasizes the principles of auditing and the types of audits normally made. Professional ethics and legal responsibility are considered. A specific program or each phase of the audit is outlined in detail. Prerequisite: ACCT 356. Strongly recommended: Senior standing and/or permission of the instructor.

ACCT 487 — Field Placement. 4 hours. Same as BSNS 487 - Field Placement.

Business Administration Department — BSNS

Faculty

GLEN REWERTS (1993)

Assistant Professor of Business

Acting Chair; Department of Business

B.S., 1984, Eastern Illinois University
M.B.A., 1987, Southern Illinois University
J.D., 1987, Southern Illinois University

PAUL KOCH (1992)

Associate Professor of Economics

B.S., 1979, George Fox College
M.S., 1984, Illinois State University
Illinois State University

CAROLE BRITTON LEAKE (1990)

Assistant Professor of Business

B.A., 1985, Wheaton, College
M.I.M., 1986, American Graduate School of
International Management

The purpose of the Business Department is to provide students with both theoretical knowledge in the foundations of business as well as the practical application of the knowledge in the actual workplace. An integration of the Christian faith into the business curriculum is one of the core objectives of the department which makes it unique from other business programs. Additionally, students will be trained and expected to show proficiency in computer applications within the various fields of business.

The Business Administration major provides the students with a basic core curriculum and permits a choice of emphasis from four areas of specialization including management, marketing, finance and international business. The department also offers a major in Economics.

Business Major: 53 to 58 hours. B.A. or B.S.

Required Core Courses:

BSNS 160 — Principles of Management
170 — Computer Applications in Business
241 — Business Statistics
253 — Principles of Marketing
270 — Principles of Finance
351 — Business Law I

352 — Business Law II
490 — Policy and Strategy
495 — Seminar in Leadership
ACCT 205 — Principles of Accounting I
206 — Principles of Accounting II
ECON 111 — Principles of Microeconomics
112 — Principles of Macroeconomics

Required concentration/specialization of 12-16 hours in Management, Marketing, Finance, or International Business:

A. Management Concentration

BSNS 367 — Organizational Behavior
and 3 courses (at least 2 in Business)
selected from the following:

BSNS 252 — Consumer Economics
450 — Small Business Management
468 — Human Resource Management
487 — Field Placement

HMEC 353 — Institutional Management
SOCY 331 — Basic Research and Statistics
SPCH 347 — Organizational

Communication

B. Marketing Concentration

BSNS 395 — Intermediate Marketing
and 3 of the following courses,
including at least 2 from Business:

BSNS 252 — Consumer Economics
367 — Organizational Behavior
450 — Small Business Management
456 — Promotion Management
487 — Field Placement

HMEC 356 — Retail Merchandising
SOCY 331 — Basic Research and Statistics
SPCH 341 — Persuasion
ART 251 — Commercial Graphics I

C. Finance Concentration

BSNS 355 — Intermediate Finance
473 — Investments
and 2 of the following courses:
BSNS 252 — Consumer Economics
365 — International Trade and Finance
367 — Organizational Behavior
450 — Small Business Management
487 — Field Placement

ACCT 465 — Income Taxation
ECON 311 — Intermediate Microeconomics
362 — Financial Markets and Institutions

D. International Business Concentration

Participation in either the International Business Institute through King College or the Latin American Studies Program International Business Track sponsored by the Christian College Coalition. In addition, a minor in

French, Spanish or an approved foreign language is required. Students participating in the Latin American Studies Program must take ECON 308 - Comparative Economics and ECON 365 - International Trade and Finance in addition to taking the International Experience. Sixteen credits are earned for participation in the Latin American Studies Program, six of which apply to the International business concentration.

Students participating in the International Business Institute receive 12 credits covering such topics as comparative economic systems, international trade and finance, international marketing and special topics in international business. Therefore, participants in this program are advised to not take ECON 308 or ECON 365 prior to participation in the international experience. The International Business Institute Experience is conducted during the summer months. The Latin American Studies Program is during the Fall semester.

In the event that either of these off-campus experiences fails to materialize, students would need to complete equivalent courses by special arrangement with the Business Department. Substitution of foreign travel study programs sponsored by other organizations would require advanced written approval of the Business Department.

Required supporting courses for Business majors:

MATH 117 — Finite Mathematics
or 147 — Calculus I

Recommended for students going on to graduate studies: MATH 147, 148 — Calculus I, II.

Business Minor: 18 hours

Required:

ACCT 205 — Principles of Accounting
and at least 6 hours of courses numbered 300 and above from any of the three fields of Accounting, Business Administration and Economics.

International Business Institute

The International Business Institute is a cooperative overseas program in international economics and business which involves selected colleges in the Christian College Coalition.

The Institute is designed to give students in economics, business and related areas a distinctive opportunity for a term of study that incorporates the international dimension in these fields. The summer program is over 10 weeks in length and includes several periods of significant residence in key locations as well as coordinated visits and presentations in the major political and economic centers of Western Europe, Finland and Russia.

An essential purpose of the program is to encourage and facilitate the integration of academic study with an international field experience. The academic work is conducted in a variety of settings from the usual classroom to corporate headquarters, manufacturing plants, and governmental or international agencies.

Participants will earn 12 credit hours.

Prerequisites for participation include:

A minimum cumulative GPA of 2.5, Senior standing, satisfactory recommendation of ONU Business Department Faculty and these courses:

ECON 111 — Principles of Microeconomics
112 — Principles of Macroeconomics
ACCT 205 — Principles of Accounting I
BSNS 160 — Principles of Management
253 — Principles of Marketing

Latin American Studies Program - International Business Track

The Christian College Coalition Latin American Studies Program is based in San Jose, Costa Rica. It is comprised of Spanish language study, course work in Latin history and culture, and topics dealing with international business.

The program involves living with a Costa Rican family, participating in community activities, and travel through neighboring Central American countries. Prerequisites for participation in this program include ECON 111, ECON 112, ACCT 205, ACCT 206, BSNS 160, BSNS 253, ECON 308 and ECON 365. For further information contact the Chair of the Department of Business Administration.

Typical Program for a Student Majoring in Business:

Courses will vary according to the major option selected.

Freshman Year

Principles of Management
Finite Math or Calculus
Principles of Economics
Freshman Composition
Bible I
Physical Education
Speech Communication
Computer Applications in Business

Sophomore Year

Principles of Accounting
Principles of Marketing
Principles of Finance
Business Statistics
Christian Doctrine
Introduction to Fine Arts
Sociology or Psychology or History

Courses

BSNS 117 — Finite Mathematics with Business Applications. 3 hours. Same as MATH 117.

BSNS 160 — Principles of Management. 3 hours. The introductory course to any track in the Business program, focusing on management theory and practice; applied concepts such as planning, organizing, staffing, directing and controlling; principles of self-development and professional development; and examination of historic and contemporary readings to explore the full meaning of "management" as a professional endeavor.

BSNS 170 — Computer Applications in Business. 3 hours. This course serves to establish a foundation of business applications through the use of the computer. Students will be required to show competency in computer skills and business applications that prepare the students in each of the functional areas of marketing, finance, economics, and accounting. Business case work and problem solving will be the focal point of the course. This course is a prerequisite for all other business courses except BSNS 160.

BSNS 241 — Business Statistics. 4 hours. An introduction to statistical methods, including sampling, measures of dispersion, averages and statistical inferences. The application of statistical methods in the evaluation of business problems is emphasized. Prerequisite: MATH 117.

BSNS 252 — Consumer Economics. 3 hours. Same as HMEC 252.

BSNS 253 — Principles of Marketing. 3 hours. An overview study of marketing which introduces the student to the dynamics of the marketplace and the processes used to successfully develop and deliver goods and services to meet market needs. A philosophy of management by the "marketing concept" is fostered. Specific topics include the role of marketing in business and society, consumer analysis, market evaluation and segmentation, the marketing mix and marketing decision making.

BSNS 270 — Principles of Finance. 3 hours. An introduction to the analytical techniques which are used in order to make financial decisions in the context of contemporary business. Topics include the time value of money, financial forecasting, operating and financial leverage, asset management, short-term and long-term financing, capital budgeting, and risk analysis. Prerequisite: ACCT 205.

BSNS 351 — Business Law I. 3 hours. A study of the judicial system of the United States, Constitutional authority to regulate business, business torts and crime, contracts, sales, agency, and employment law.

BSNS 352 — Business Law II. 3 hours. A study of the law of commercial paper. Credit and Bankruptcy, Sole Proprietorship and Partnership, Corporation, Property Law, and liability of Accountants.

BSNS 355 — Intermediate Finance. 4 hours. An extension of Introduction to Finance into topics such as leasing, mergers, and multinational finance. The theory of finance will be applied to investment instruments, including stocks, bonds, options and futures markets. Capital budgeting, cost of capital, valuation and risk will also be studied at an advanced level of analysis. Prerequisites: BSNS 270 and ECON 111.

BSNS 356 — Retail Merchandising. 3 hours. Same as HMEC 356.

BSNS 362 — Financial Markets and Institutions. 3 hours. Same as ECON 362.

BSNS 365 — International Trade and Finance. 3 hours. Same as ECON 365.

BSNS 367 — Organizational Behavior. 3 hours. This course will analyze the behavior of people in organizations. Discusses organizational motivation, group behavior, group dynamics, communication, and decision-making. This is an extension and intensification of the behavioral portion of BSNS 160 Principles of Management.

BSNS 395 — Intermediate Marketing. 3 hours. A study of marketing theory which presents a strategic overview of the marketing concept. Students will learn how to plan and implement marketing strategies and policies. Topics include consumer behavior, feasibility studies, market segmentation, marketing strategies, marketing mix, forecasting and budgeting. Prerequisites: BSNS 160, BSNS 253 and 270.

BSNS 450 — Entrepreneurship and Small Business Management. 3 hours. A workshop approach to study and practice of methods, problems and skills necessary for launching and operating a successful small business venture. Procedures for raising capital, real-time development of a business plan, and seminar format will be used to create a hands-on environment. Prerequisite: BSNS 160.

BSNS 456 — Promotion Management. 3 hours. Building on a general understanding of promotion as one element of the marketing mix, students will become familiar with marketing-communications theory, concepts, and research with in-depth treatment of all elements of the promotion mix—advertising, sales promotions, point-of-purchase communications, direct marketing communications, public relations and sponsorship marketing, and personal selling. Prerequisite: BSNS 395.

BSNS 468 — Human Resource Management. 3 hours. Presents principles and current practices in handling personnel as individuals and as groups, with emphasis upon role of operating supervisors, executives and the union in dealing with such problems as selection, placement, training, wage and salary administration, promotion, transfer, fringe benefits, employee services, and management-labor relations. Prerequisite: BSNS 160.

BSNS 473 — Investments. 3 hours. An evaluation and analysis of the various securities that may become a part of our investment program. Emphasizes the organization and function of the major securities markets. Basic determinants of investment values are considered. Prerequisite: BSNS 270.

BSNS 487 — Field Placement. 4 hours. This course requires a work and study program of 220 clock hours on-site, with (1) self-search for appropriate work setting, (2) supervisor confirmation of hours worked and level of satisfaction with intern; (3) a major paper required at the end of the placement which meets departmental specifications; and (4) location supportive to faculty on-site evaluation. Approval of the head of the Business Department is required. Prerequisites: Second semester Junior or Senior standing, and approval of the department head.

BSNS 490 — Business Policy and Strategy. 3 hours. A workshop-seminar course designed to permit the student to apply principles and skills learned throughout the whole of his/her academic studies in Business. As much as possible, real businesses will be solicited to permit the class to prepare a business plan in a real-time, real-world environment. It is important that students not take this course until they have senior standing and have had all other courses satisfied in their major track (prior completion or concurrent enrollment). Prerequisites: Senior standing, approval of the instructor, BSNS 160.

BSNS 495 — Seminar in Leadership. 3 hours. The capstone course for all Business majors, offered in seminar format, but with student responsibility for course development and delivery. Focus will be on clarifying the distinction between management and leadership, and the integration of the Christian faith into various business topics. Prerequisites: Senior standing, BSNS 490, and BSNS 160.

BSNS 498 — Research Methods in Dietetics. 1 hour. Course requirement accompanying BSNS or ECON 241 — Business Statistics, for Dietetics majors in the 4-year program only. The course includes researching 3 research journal articles by explaining and critiquing sampling techniques and statistical analyses. Upon submitting a report to the instructor, one hour of credit will be given.

Economics — ECON

Economics Major: 40-42 hours. B.A. or B.S.

Required:

ECON 111 — Principles of Microeconomics
112 — Principles of Macroeconomics
241 — Business Statistics
308 — Comparative Economics Systems
311 — Intermediate Microeconomics
312 — Intermediate Macroeconomics
345 — Economics of Public Sector
359 — Economics of Human Resources
362 — Financial Markets and Institutions
365 — International Trade and Finance

Plus 9-11 hours selected from:

BSNS 351 — Business Law I
253 — Principles of Marketing
355 — Intermediate Finance
487 — Field Placement
ECON 473 — Investments

Required Supporting Courses:

ACCT 205 — Principles of Accounting I
BSNS 160 — Principles of Management
170 — Computer Applications in
Business
270 — Principles of Finance

Recommended Supported Courses:

MATH 147 — Calculus I
148 — Calculus II

Economics Minor: 18 hours

Required:

ECON 111 — Principles of Microeconomics
112 — Principles of Macroeconomics
311 — Intermediate Microeconomics
312 — Intermediate Macroeconomics
and six hours of upper division
Economics.

Courses

ECON 111 — Principles of Microeconomics. 3 hours. General course in the fundamental principles governing production, distribution, consumption, and exchange of wealth. It is designed to encourage an understanding of our economics system. Examines the individual and interrelated behavior of consumers, firms, and industries. Either Microeconomics or Macroeconomics (ECON 112) may be taken first.

ECON 112 — Principles of Macroeconomics. 3 hours. Fundamental principles of the economy as a whole, dealing with economic data, behavior and theory at the aggregate level of the economy such as government and international policies. Students may take either Macroeconomics or Microeconomics first.

ECON 241 — Business Statistics. 4 hours. Same as BSNS 241. Prerequisite: MATH 117.

ECON 308 — Comparative Economic Systems. 3 hours. This course concentrates on the economic, political, and cultural dimensions of the various forms of democratic capitalism which can be found around the world, as well as the reasons for the rise and fall of totalitarian socialism in those nations where it has been practiced.

ECON 311 — Intermediate Microeconomics. 3 hours. Microeconomics analysis including value and distribution theory; analysis of the pricing of the factors of production integrated in a micro-general equilibrium context which builds toward explaining the resource allocation process. Prerequisites: ECON 111, 112.

ECON 312 — Intermediate Macroeconomics. 3 hours. The modern theory of the determination of the level and rate of growth of income, employment, output, and the price level. Discussion of alternate fiscal and monetary policies to facilitate full employment and economic growth. Prerequisites: ECON 111, 112.

ECON 345 — Economics of the Public Sector. 3 hours. Examination of the economic role of governments; the choice of public sector output, and the effects of various taxes on resource allocation and income distribution.

ECON 359 — Economics of Human Resources. 3 hours. A study of labor markets and their relationship to the economy as a whole. Emphasis will be placed upon wage determination, the impact of labor force participation, and public policies concerning such topics. Prerequisites: BSNS 270 and ECON 111.

ECON 362 — Financial Markets and Institutions. 3 hours. A survey of the financial organizations of society, including the functioning and characteristics of money and credit, investment banking, trust companies, commercial banking, with emphasis on the Federal Reserve System. Current money and banking problems are evaluated in conjunction with the theoretical concepts studies. Prerequisites: ECON 111, 112, BSNS 270.

ECON 365 — International Trade and Finance. 3 hours. Building on foundations of international trade theory, including an analysis of the effects of protectionism and barriers to free trade, this course will explore international dimensions of financial management. Topics covered will include balance of payment accounts, determination of currency exchange rates, management of foreign exchange risk, and international source funds. Prerequisites: ECON 112, BSNS 270.

ECON 473 — Investments. 3 hours. Same as BSNS 473.

History and Political Science Department — HIST

Faculty

WILLIAM DEAN (1991)

*Associate Professor of History, Chair,
Department of History and Political Science*

B.A., 1970, Asbury College

M.A., 1975, Portland State University

Ph.D., 1985, University of Iowa

STEPHEN LOWE (1993)

Assistant Professor of History

B.A., 1988, Olivet Nazarene University

M.A., 1991, Ohio University

Ph.D., 1993, Ohio University

DAVID VAN HEEMST (1993)

Assistant Professor of Political Science

B.A., 1988, Dordt College

M.A., 1990, The American University

Ph.D., 1993, University of Virginia

The goal of the Department of History and Political Science is to acquaint students with the heritage of the past, and to place present political, economic, and social problems in a historical perspective.

Through the study of history and political science, this department seeks to enable students to understand:

- The breadth of the variety and diversity in the cultural and political institutions and structures of our world, both in the past and the present.

- That a solid historical perspective is the basis for an appreciation of the dynamics of change in society.

- More about the historical traditions outside our own Western civilization.

- The meaning of a Christian world view and a Christian philosophy of history.

- The broad outlines of the development of the Christian church.

- A Biblical conception of politics, and the differing roles that Christians play in American politics.

- The application of Biblical mandates for justice and peace to contemporary problems.

- The nature of contemporary ethical debates in the public forum.

- The role of the Christian as both an American and a world citizen.

- The importance of history as the basis of every other discipline, since every branch of learning has its history.

- To appreciate the strengths and weaknesses of the American political system, and the role and responsibilities of informed, participating citizens.

- The rights of and importance of ethnic and religious minorities in social and political systems.

- The major differences between the important schools of historical interpretation.

- The value of art, music, and literature as expressions of shared values and culture.

- To develop the skills of critical thinking, analytical reading, objective questioning, and vigorous writing.

A degree in History or Political Science is a solid preparation for careers in many fields such as secondary education, college teaching, public administration, diplomatic service, civil service, library science, law, archaeology, and the ministry.

It is an excellent preparation for graduate school in all of these fields, and many others. Or, combine a History major with a second major in Religion, Philosophy, Literature, English, Foreign Language, Economics, Business, Art or Science (to name a few), and the career options are even more plentiful.

The course work in this department is arranged in four major categories. In each category, the course numbers reflect a comprehensible and natural progression through the field. Following these sequences is not mandatory, but it is wise, since history is a continuous process that we merely chop into segments for the sake of convenience. The department recommends that students take the lower numbered courses first.

Core Requirements for History Majors:

HIST 111 — Western Civilization I

112 — Western Civilization II

131 — American Civilization I

132 — American Civilization II

History Major: B.A. Concentration A: 32 hours

Required in addition to History core:

HIST 471 — History Seminar
And 17 additional hours of History, of which 14 must be upper division. At least 6 hours must be in United States History, 6 hours in World History, and 3 hours in non-Western History (HIST 349, 360, or 366).

To be supported by:

SSCI 201 — Physical and Cultural Geography and
A minor or at least one supporting course from each of the fields of Economics, Journalism, Political Science, Sociology and Research (Computer Science, Statistics or Communication), of which 6 hours must be upper division.

Concentration B: 27 hours.

Required in addition to History core:

HIST 471 — History Seminar
12 additional hours of History, of which 9 hours must be upper division. At least 3 hours must be in United States History, 3 hours in World History, and 3 hours in non-Western History (HIST 349, 360, or 366).

To be supported by SSCI 201, Physical and Cultural Geography, a second major from another department of the University.

History Teaching Major: 32 hours. B.A.

Required in addition to History core:

HIST 471 — History Seminar
17 additional hours of History, of which 14 must be upper division. At least 6 hours must be in United States History, 6 hours in World History and 3 hours in non-Western History (HIST 349, 360, or 366).

To be supported by:

SSCI 201, Physical and Cultural Geography and the Professional Education Sequence including SSCI 478 — Teaching the Social Studies.

Political Science Major:

Option A: 33 hours.

Required:

PSCI 101 — Introduction to Political Science
221 — Foundations of Int'l Relations
222 — History of Political Philosophy
223 — Intro to American Government
344 — American Public Policy
346 — American Foreign Policy
471 — Political Science Seminar

Plus at least 12 hours from the following controlled electives:

PSCI 242 — Federal Seminar
343 — American National Politics
347 — Constitutional Law
349 — Third World Development
352 — Christianity & Politics
HIST 342 — Topics in 19th Century Europe
344 — Recent United States History
351 — History & Politics of Modern England
360 — History of Russia
366 — Latin American History & Politics
ECON 312 — Intermediate Macroeconomics
345 — Economics of the Public Sector
SOCY 402 — Welfare Systems & Services
420 — Social Policy Analysis
Up to nine hours of credit may be applied to the major through participation in the Christian College Coalition in one of the following programs: American Studies, Latin American Studies, Middle East Studies, or Russian Studies.

Required Supporting Course:

SSCI 201 — Physical & Cultural Geography

Recommended supporting courses:

GEOL 105 — Physical and Historical Geology, NSCI 301 — Science Technology, and the Environment, or NSCI 350 — Topics in Environmental Science.

Political Science Major:

Option B: 27 hours.

Same requirements as Option A, except that only two courses (6 hours) are required from the controlled electives listed under Option A. Second major is also required.

Political Science Majors are strongly encouraged to participate in an off-campus study program by enrolling in one of the Christian College Coalition programs: The American Studies Program, The Latin American Studies Program, The Middle East Studies Program, or the Russian Studies Program. Students will be granted up to nine hours of credit under the category of recommended supporting classes by participating in one of these programs. Additional hours will be credited to General Education requirements.

History Minor: 16 hours

Required:

6 hours in Western Civilization I and II or
6 hours in American Civilization I and
II. At least 6 hours of the minor must be
upper division courses.

To be supported by SSCI 201, Physical and
Cultural Geography.

Political Science Minor: 16 hours

Required:

PSCI 101 — Introduction to Political Science
223 — American Government

At least 6 hours of the minor must be
upper division courses.

To be supported by SSCI 201, Physical and
Cultural Geography.

History Teaching Minor: 24 hours

Required:

HIST 111, 112, 131, 132 (the same as
History major core), and 12 additional
hours in History, 9 of which must be
upper division. At least 3 of these
additional hours must be in United
States History, 3 hours in World History,
and 3 hours in non-Western History
(HIST 349, 360, or 366).

To be supported by SSCI 201, Physical and
Cultural Geography.

Typical Courses for a Student Majoring in History or Political Science

Freshman Year

Western Civilization
American Civilization
Freshman Composition

Bible I

Physical Education
Introduction to Psychology
Foreign Language
Fundamentals of Speech
Introduction to Political Science

Sophomore Year

American Civilization
Western Civilization
Laboratory Science
Mathematics
Christian Doctrine
Introduction to Fine Arts
American Government
Introduction to Literature

Western Civilization Courses

HIST 111 — Western Civilization I. 3 hours. A survey course that examines the development of European civilization from antiquity to 1500. Attention will be focused on the ideas, values, institutions, great events and personalities of the time in order to understand historically the major issues which have defined concepts of humanity and society in the Western World. No prerequisite.

HIST 112 — Western Civilization II. 3 hours. A survey course that examines the development of European civilization from 1500 to the present. Attention will be focused on the ideas, values, institutions, great events and personalities of the time in order to understand historically the major issues which have defined concepts of humanity and society in the Western World. No prerequisite.

HIST 321 — History of the Ancient World. 3 hours. Examines the political and constitutional structures, the social distinctions, the economic conditions, the geographical influences, and the cultural and religious developments of civilizations stretching from the Tiber and Aegean regions across the paths of the Egyptians and Mesopotamians, to the Indus-Ganges and Huang Ho regions of India and China. Comparisons, contrasts and interchange of civilizing forces of both contemporary and later cultures are pointed out. This course can be taken for Intercultural Understanding credit. Offered alternate years.

HIST 330 — Medieval Europe. 3 hours. A study of European religious, political, and cultural development from AD 500 to 1350. It analyzes the transformation of the post-Roman world, the synthesis of Roman, Germanic, Islamic, and Christian cultures, the impact of revolutionary technological

innovations, and the emergence of a radically new Western and Christian world view. Offered alternate years.

HIST 331 — Renaissance and Reformation. 3 hours. A study of Europe from 1300 to 1600. Primary emphasis is given to such topics as the formation of modern nations and economic, cultural, and social changes resulting from the shift from medieval to modern times. Religious changes are traced through the Medieval church to the Protestant and Catholic Reformations. Offered alternate years.

HIST 341 — Enlightenment and Revolution. 3 hours. Examines the thought of the major Enlightenment “philosophies” from Newton to Diderot, and traces the development of key ideas into the age of the French Revolution. Western Civilization II (HIST 112) is highly recommended as a prerequisite for this course. Offered alternate years.

HIST 342 — Topics in 19th Century European History. 3 hours. Examines a major topic of the professor's choice, based on recent scholarship in social, cultural, technological, religious, or political history. Western Civilization II (HIST 112) is highly recommended as a prerequisite for this course. Offered alternate years.

HIST 351 — History and Politics of Modern England, 1688 to the present. 3 hours. Examines the political, constitutional, foreign diplomacy, social, economic, intellectual, and religious trends in England and her Empire-Commonwealth. No prerequisite. Offered alternate years.

HIST 360 — History of Russia. 3 hours. This course includes a survey of the history of Russia from the Kiev period to the election of Michail Gorbachev, and an intensive study of the social, political, and religious developments of the last decade. This course can be taken for Intercultural Understanding credit.

HIST 343 — Colonial Period in American History. 3 hours. A study of the cultures and institutions in the English colonies of North America, and the local conditions that shaped them into an American product. Offered alternate years.

HIST 344 — Recent United States History. 3 hours. A study of modern America since World War I examining such issues as government and business, reform, political change, foreign relations, and the United States' role in world politics. Major emphasis is placed on social change and race relations in the period since 1945. Offered alternate years.

HIST 346 — United States Foreign Policy Since 1914. 3 hours. Same as PSCI 346.

HIST 347 — American Constitutional History. 3 hours. Same as PSCI 347.

HIST 350 — American Urban History. 3 hours. Same as SSCI 350. May be taken for Domestic Multi-cultural credit. Credit for Teacher Education majors.

HIST 357 — American Religious History. 3 hours. Same as THEO 357.

HIST 368 — American Civil War. 3 hours. A study of the causes, conduct, and outcomes of the Civil War between 1860 and 1874. The political, social, and military dimensions of the conflict, including the Reconstruction phase, will be covered. Offered alternate years.

HIST 370 — American Social/Intellectual History. 3 hours. Surveys the major intellectual trends in American thought from the colonial period to the present. The subject matter will be organized both chronologically and topically around the following themes: Puritanism/theism and the Enlightenment; secularization of American thought in the colonial period; romanticism and naturalism in the nineteenth century; and modernism in the twentieth century. Offered alternate years.

United States History

HIST 131 — American Civilization I. 3 hours. Examines the basic political, social, economic, legal, intellectual, and religious trends in American history from the European explorations to the close of the Civil War (1865). Fulfills the Teacher Education requirement for passing the U.S. Constitution. No prerequisite.

HIST 132 — American Civilization II. 3 hours. Examines the basic political, social, economic, legal, intellectual, and religious trends in American history, from the close of the Civil War (1865) to the present. No prerequisite.

Non-Western History Courses

HIST 349 — Third World Development. 3 hours. A critical historical analysis of the development of Third World countries in the modern period. Special focus is placed on the national and international politics of “Developing Countries” in Asia, the Middle East, Africa, and Latin America, as contrasting responses to “the West” and to the general development problems of national growth and equity. The new political ideas in each case will be studied in the contexts of both traditional thought and institutions and broad economic and social change. This course may be taken for International Culture credit.

HIST 366 — Latin American History and Politics. 3 hours. Examines the geographical, political and constitutional structures, social distinctions, economic conditions, and religious and cultural developments of the Iberian Peninsula on the eve of the Age of Exploration. The transplantation and adaptation of these institutions and their blending with the Indian and Afro contributions are continued through the colonial era in the New World. The major countries of Mexico, Brazil, Argentina and Chile are given primary attention following their independence. This course can be taken for Intercultural Understanding credit. Offered alternate years.

General History

HIST 242 — Federal Seminar. 1-3 hours. Same as SSCI 242.

HIST 470 — Selected Topics in History. 3 hours. This course is a senior level history/political science course in which the professor or professors choose a topic, event, or development and structure a one-time course around that specific interest. The topic will be given in the schedule of courses when the course is offered.

HIST 471 — History Seminar. 3 hours. Same as SSCI 471.

HIST 494 — Readings in History. 1 to 4 hours. Self-study of historical readings under faculty direction in an area of special interest. Suggested for seniors and qualified juniors with a major in History/ Political Science. All other students must secure the approval of the instructor. No more than 4 hours of credit may be earned through readings in history and political science combined.

Political Science — PSCI

PSCI 101 — Introduction to Political Science. 3 hours. Offers a factual and conceptual foundation for the study of political science. Topics addressed will include basic political theory, political structures, political behavior, and basic approaches to methodology in gathering and analyzed information on the practice of politics.

PSCI 125 — Illinois Government. 1 hour. A study of Illinois Government with special attention to constitutional development and the organization and functioning of the government. This course is designed to meet certification requirements for students planning to teach in this state. A pass/fail grade is given.

PSCI 221 — Foundations of International Relations. 3 hours. This course studies the structure and organization of the global, international system. Special attention will be paid to the role of international organizations and international law. Behavior between states will be examined within their larger global context. This course will examine the historical interaction between states and the differing models of state interaction over time.

PSCI 222 — History of Political Philosophy. 3 hours. A survey of the significant political philosophies and theories within the Western tradition. A major focus will be placed on understanding the present state of Western civilization, rooted in its philosophical and ethical context. Part I of this course will cover ancient political philosophy, including pre-Socratic, Greek, Hellenic, and Stoic philosophy. Part II covers medieval political philosophy, including the philosophy of St. Thomas Aquinas. Part III covers modern political philosophy from the early Renaissance through contemporary "post-modern" political philosophy.

PSCI 223 — American Government. 3 hours. A study of the structure and functions of the federal government in the United States. Fulfills the Teacher Education requirement for passing the U.S. Constitution.

PSCI 242 — Federal Seminar. 1-3 hours. Same as SSCI 242. This course does not satisfy the requirement for American Government for Teacher Education Majors.

PSCI 343 — American National Politics. 3 hours. This course covers both the constitutional and the non-constitutional elements of American National Government. The first half of the course examines the Federal Government's structure including the executive, legislative, and juridical branches, in addition to civil rights and civil liberties. The second half covers the history and development of political parties, elections and campaigns, the voting process, and political behavior.

PSCI 344 — American Public Policy. 3 hours. A study of the major domestic policy issues in American national politics. Students will be exposed to a variety of viewpoints regarding contemporary issues such as: health care, energy and toxic waste, the national debt, homelessness, public education, etc. The ethical dimensions of these issues are integrated into the course. Major emphasis is also placed on understanding the public policy process at the national, state, and local levels. Offered in alternate years.

PSCI 346 — American Foreign Policy Since 1914. 3 hours. This course is designed to teach advanced history and political science students basic skills in the recognition, analysis and interpretation of differing points of view, using political essays about controversial foreign policy issues. Prerequisites: HIST 112 or 132 or permission of the instructor.

PSCI 347 — American Constitutional Law. 3 hours. Includes the study of the origin, adoption, and the Supreme Court's interpretation of the Federal Constitution in such areas as judicial review, Federalism, separation of powers, interstate commerce, contract clause, taxing powers, due process clause, equal protection of the laws, and civil liberties. Recommended for all pre-law students. Prerequisite: American Civilization I, American Government, or consent of instructor. Offered alternate years.

PSCI 349 — Third World Development. 3 hours. Same as HIST 349.

PSCI 351 — History and Politics of Modern England. 3 hours. Same as HIST 351.

PSCI 352 — Christianity and Politics. 3 hours. An historical analysis of the ways Christians have participated in culture. Particular emphasis will be placed on an examination of the major, contemporary Christian voices in American politics and the terms of the ethical debates that are taking place. The course is designed to answer the question: What is a Christian view of politics? Offered in alternate years.

PSCI 360 — Politics of Russia. 3 hours. Same as HIST 360.

PSCI 366 — Latin American History and Politics. 3 hours. Same as HIST 366.

PSCI 470 — Selected Topics in Political Science. 3 hours. This course is a senior level history/political science course in which the professor or professors choose a topic, event, or development and structure a one-time course around that specific interest. The topic will be given in the schedule of courses when the course is offered.

PSCI 471 — Political Science Seminar. 3 hours. Same as SSCI 471.

PSCI 494 — Readings in Political Science. 1 to 4 hours. Same as HIST 494.

Home Economics Department — HMEC

Faculty

RUBALEE MYERS (1969)

*Professor of Home Economics; Chair,
Department of Home Economics*
B.S., 1968, Olivet Nazarene University
M.S., 1969, University of Illinois
Ph.D., 1982, Oklahoma State University

DIANE RICHARDSON (1985)

Associate Professor of Home Economics
B.S., 1973, Olivet Nazarene University
M.A., 1985, Olivet Nazarene University

JANICE DOWELL (1993)

Assistant Professor of Home Economics
B.S., 1985, Olivet Nazarene University
M.H.S., 1988, Governors State University
R.D., Certification

The Department of Home Economics is composed of several areas of specialization. These include Child Development, Dietetics, Foods and Nutrition in Business, Fashion Merchandising, Housing and Environmental Design, Family Services, General Home Economics, Teaching Home Economics, Dietetic Technician (A.A. degree), and Child Development (A.A. degree). An Early Childhood Education Teaching major is cross-listed with the Department of Education.

Each area of specialization prepares graduates to pursue professional careers in Home Economics in such fields as education, business, extension services, research, communications, social welfare, public health, international service, and careers in a variety of other agencies, organizations and institutions.

Home Economics is the field of knowledge and service focusing on families as they function in various forms. Home Economics integrates knowledge from its own research and other areas such as the physical, biological and social sciences, and the arts, and applies this knowledge to the enrichment of the lives of individuals and families. The Department of Home Economics is involved effectively in the scientific, cultural, social and economic dynamics of a changing society.

Home Economics Majors: B.A. or B.S.

Dietetics Concentration: 39 hours

A.D.A. Approved Program

Required:

- HMEC 101 – Orientation to Home Economics
121 – Introduction to Nutrition
130 – Food Preparation
327 – Human Nutrition (4 hours)
328 – Diet Therapy
330 – Community Nutrition
333 – Foodborne Disease Control
335 – The World Food Problem
337 – Quantity Foods
353 – Institutional Management
453 – Advanced Food Service Management
475 – Curriculum and Methods
498 – Professionalism, Issues and Actions

Supporting courses as required by the American Dietetic Association

- PSYC 101 – Intro. to Psychology
ECON 111 – Principles of Microeconomics
BIOL 246 – Human Anatomy and Physiology I
247 – Human Anatomy and Physiology II
356 – Microbiology
CHEM 103 – General Chemistry I
104 – General Chemistry II
311 – Organic Chemistry I
490 – Topics in Chemistry
SOCY 120 – Introductory Sociology
ACCT 205 – Principles of Accounting
BSNS 241 – Business Statistics
253 – Principles of Marketing
498 – Research Methods in Dietetics
MATH 117 – Finite Math with Business Applications

Foods and Nutrition in Business Concentration: 42 hours

Required:

- HMEC 101 – Orientation to Home Economics
121 – Introduction to Nutrition
130 – Food Preparation
235 – Delivery of Nutrition Care
252 – Consumer Economics
327 – Human Nutrition

- 330 – Community Nutrition
333 – Foodborne Disease Control
335 – The World Food Problem
337 – Quantity Foods
353 – Institutional Management
453 – Advanced Food Service Management
487 – Field Placement (5 hours)
498 – Professionalism, Issues and Actions

Required supporting courses:

- BSNS 160 – Principles of Management
253 – Principles of Marketing
367 – Organizational Behavior
450 – Small Business Management or 456 – Promotion Management
ACCT 205 – Principles of Accounting
MATH 117 – Finite Math for Business
CHEM 101 – Introduction to Chemistry

Recommended supporting courses:

- PSYC 324 – Industrial/Organizational Psychology
HMEC 312 – Professional Image and Dress

Fashion Merchandising Concentration: 40 hours

Required:

- HMEC 101 – Orientation to Home Economics
111 – Textiles and Design
112 – Principles of Clothing Construction (3 hours)
140 – Interior Design
252 – Consumer Economics
312 – Professional Image and Dress
315 – Historical Dress and World Cultures
342 – Energy Systems for Residential Design
343 – Heritage of Interiors
356 – Retail Merchandising
415 – Tailoring
487 – Field Placement (5 hours)
498 – Professionalism, Issues and Actions
513 – Principles of Pattern Design

Required supporting courses:

- BSNS 160 – Principles of Management
170 – Computer Application in Business
253 – Principles of Marketing
367 – Organizational Behavior or 468 – Human Resource Management

456 — Promotion Management
ACCT 205 — Principles of Accounting
SPCH 101 — Fundamentals of Speech
or 347 — Organizational Communication

Recommended supporting courses:

ART 103, 204 — Drawing Studio I, II
ENGL 241 — Journalism
CHEM 101 — Introduction to Chemistry
PSYC 324 — Industrial/Organizational
Psychology

Family Services Concentration: 36 hours

Required:

HMEC 101 — Orientation to Home
Economics
121 — Introduction to Nutrition
130 — Food Preparation
140 — Interior Design
or 342 — Energy Systems for
Residential Design
252 — Consumer Economics
261 — Marriage and the Family
262 — Child Development
or 263 — Adolescent & Adult
Development
264 — Child, Family and Community
Relations
355 — Management of Family Resources
360 — Parenting
487 — Field Placement (5 hours)
498 — Professionalism, Issues and Actions

Required supporting courses:

BIOL 101 — Introduction to Biology
or BIOL 164 — Human Biology
EDUC 376 — Teaching Diverse Populations
SOCY 120 — Introduction to Sociology
200 — Introduction to Social Work
201 — Social Intervention Practicum
213 — Human Behavior and The Social
Environment
310 — Social Work Methods I
PSYC 101 — Introduction to Psychology
312 — Psych. of Personal Growth
466 — Psychology of Counseling

Recommended supporting courses:

HMEC 335 — The World Food Problem
337 — Quantity Foods
SOCY 350 — Urban Sociology
380 — Ethnic Relations
393 — Juvenile Delinquency

**General Home Economics Concentration:
36 hours.**

Required:

HMEC 101 — Orientation to Home
Economics
121 — Introduction to Nutrition
or 130 — Food Preparation
112 — Clothing Construction
or 315 — Historical Dress and World
Cultures
353 — Institutional Management
or 355 — Family Resources
261 — Marriage and Family
or 262 — Child Developmental
Psychology
or 263 — Adolescent and Adult
Psychology
487 — Field Placement (5 hours)
498 — Professionalism,
Issues and Actions
Plus 15 additional hours approved by the
Department Head.

**Home Economics Teaching Major: 41
hours. B.A. or B.S.**

Required:

HMEC 101 — Orientation to Home
Economics
111 — Textiles and Design
112 — Principles of Clothing
Construction (3 hours)
121 — Introduction to Nutrition
130 — Food Preparation
140 — Interior Design
or 343 — Heritage of Interiors
252 — Consumer Economics
261 — Marriage and the Family
262 or 263 — Developmental Psychology
312 — Professional Image and Dress
315 — Historical Dress and World Cultures
or 415 — Tailoring
or 513 — Principles of Pattern Design
337 — Quantity Foods
355 — Management of Family Resources
360 — Parenting
498 — Professionalism, Issues and Actions

Required supporting courses:

CHEM 101 — Introduction to Chemistry
The Professional Education Sequence, includ-
ing EDUC 475 — Curriculum and Methods.

Recommended additional courses:

- HMEC 342 — Energy Systems for Residential Design
487 — Field Placement
343 — Heritage of Interiors
or 140 — Interior Design

Child Development Major: 52 hours. B.A. or B.S.

Required:

- CDEV 210 — Instructional Methods of Early Childhood Education
211 — Child Developmental Psychology
261 — Art Activities for Children
264 — Child, Family and Community Relations
269 — Children's Literature
346 — Language Development in Young Children
359 — Teaching Reading to Young Children
360 — Parenting
376 — Teaching Diverse Populations
430 — History and Philosophy of Early Childhood Education
HMEC 101 — Orientation to Home Economics
121 — Introduction to Nutrition
252 — Consumer Economics
330 — Community Nutrition
353 — Institutional Management
355 — Management of Family Resources
487 — Field Placement (5 hours)
498 — Professionalism, Issues and Actions

Required supporting courses:

- SPCH 101 — Fundamentals of Speech
PHED 241 — First Aid and Emergency Care
SOCY 380 — Ethnic Relations

Recommended supporting courses:

- HMEC 333 — Foodborne Diseases
335 — World Food Problem
SOCY 310 — Social Work Methods I

A minor in Business is strongly recommended for persons going into a child-care business.

Early Childhood Education Teaching Major: 35 hours. B.A. or B.S.

See the Department of Education for requirements of this interdepartmental teaching major.

Housing and Environmental Design Major: 38 hours. B.A. or B.S.

Required:

- HMEC 101 — Orientation to Home Economics
111 — Textiles and Design
140 — Interior Design
245 — Architectural Drafting
342 — Energy Systems for Residential Design
343 — Heritage of Interiors
345 — Residential Design Studio
356 — Retail Merchandising
440 — Nonresidential Design Studio
487 — Field Placement
496 — Projects (2 hrs.)
498 — Professionalism, Issues & Actions

Required Supporting Courses:

- ART 103 — Drawing Studio I
251 — Commercial Graphics I
300 — Perspective and Rendering
371 — History of Western Art I, or
372 — History of Western Art II

Recommended Supporting Courses:

- ART 125 — Three Dimensional Design
190 — Portfolio I
333 — Water Media
335 — Watercolor for Illustration
BSNS 160 — Principles of Management
253 — Principles of Marketing

Home Economics Minor: 16 hours

Required:

Courses approved by the Department Head.

Home Economics Teaching Minor: 24 hours

Required:

- HMEC 111 — Textiles and Design or
112 — Principles of Clothing Construction (3 hours)
121 — Introduction to Nutrition or
130 — Food Preparation
140 — Interior Design or
343 — Heritage of Interiors
252 — Consumer Economics
475 — Curriculum and Methods

Plus 9 additional hours in one of the following endorsement areas:

Child and Day Care Services, Food and Nutrition Services, Fashion and Clothing Services, Interior Furnishing Services/Living Environments, Institutional and Home Management Services, Consumer Education and Resource Management and Interpersonal, Family Relationships, Parenting.

Associate of Arts Degree for Child Development: 64 hours.

Required:

- CDEV 210 – Instructional Methods of Early Childhood Education
- 211 – Child Developmental Psychology
 - 220 – Early Childhood Field Practicum
 - 261 – Art Activities for Children
 - 264 – Child, Family and Community Relations
 - 269 – Children’s Literature
 - 430 – History and Philosophy of Early Childhood Education

General Education Requirements for the A.A. degree in Child Development are the same as other A.A. programs except that certain choices must be made, and the hours slightly increased, to include:

- SPCH 101 – Fundamentals of Speech..... 3 hours
- English Composition..... 6 hours
- Literature from the English Department..... 3 hours
- Fine Arts 101..... 3 hours
- Biological and Physical Sciences, including 1 lab course 8 hours
- Mathematics 111 Math for Elementary Teachers 3 hours
- Physical Education: Life Fitness.....½ hour
- Additional PHED activity.....½ hour
- PSCI 223 – American Government or U.S. History course
- SOCY 380 – Ethnic Relations
- HMEC 121 – Introduction to Nutrition

Associate of Arts Degree for Dietetic Technician: 68-69 hours

Required:

- HMEC 121 – Introduction to Nutrition
- 124 – Field Experience (9 hours)
 - 130 – Food Preparation
 - 235 – Delivery of Nutrition Care

- 290 – Dietetic Technician Seminar
- 330 – Community Nutrition
- 333 – Foodborne Disease Control
- 337 – Quantity Foods
- 353 – Institutional Management
- 453 – Advanced Food Service Management
- 475 – Curriculum and Methods

Required supporting courses:

- CHEM 101 – Introduction to Chemistry
- SPCH 101 – Fundamentals of Speech
- SOCY 120 – Introductory Sociology

Typical Courses for Home Economics Majors

Courses will vary according to major concentration.

Freshman Year

- Orientation to Home Economics
- Textiles and Design
- Freshman Composition
- Bible I
- Physical Education
- Principles of Clothing Construction
- Food Preparation
- Introduction to Nutrition Chemistry

Sophomore Year

- Principles of Management
- Christian Doctrine
- Introduction to Fine Arts
- History, Social Science
- Developmental Psychology

Home Economics Courses

HMEC 101 – Orientation to Home Economics. 1 hour. A review of the development of home economics as a profession, the philosophy, and a study of the careers open to home economics graduates.

HMEC 111 – Textiles and Design. 3 hours. Evaluates the various types of natural and synthetic fibers used in fabric. Examines varieties of yarns, fabrics, design and color, and finishes. The course is designed to increase knowledge in the selection, use and care of textile products.

HMEC 112 — Principles of Clothing Construction. 3 hours. A modular class including units on basic construction techniques, pattern selection and garment construction, selecting quality ready-to-wear, pattern alteration and fitting, couture techniques and problem fabrics, construction of designer garment, managing a sewing laboratory and mass production techniques. May be repeated for a maximum of 6 hours.

HMEC 121 — Introduction to Nutrition. 3 hours. A study of nutritive values of foods and the practical application of nutrition-related principles in the selection of an adequate diet for maintaining good health.

HMEC 124 — Dietetic Field Experience. 1 to 9 hours. Supervised field experience in dietary departments of health care institutions or similar facilities under the direction of professionally trained foodservice supervisors and Registered Dietitians. Emphasis includes patient/client nutrition care, foodservice management, and community nutrition. Supplemented by conferences and seminar discussions.

HMEC 130 — Food Preparation. 3 hours. Principles and techniques involved in the preparation of foods. Basic meal management objectives are also studied.

HMEC 140 — Interior Design. 3 hours. A study of the basic principles in developing a pleasant environment. Types of flooring, innovative wall treatments, color schemes and design, window treatments, and furniture arrangements are among the topics that are studied in regard to suitability, manufacturing quality, aesthetic value, comfort, maintenance, and meeting the needs of the individual. Field trips will be taken to illustrate principles studied in the class.

HMEC 235 — Delivery of Nutrition Care. 3 hours. The course familiarizes the student with therapeutic diets for the health care facility and home use. It encompasses menu planning and learning to communicate with the patient and the health care team.

HMEC 245 — Architectural Drafting. 4 hours. Problem approach to architecture with emphasis on residential planning and construction. Techniques of drafting will be emphasized while students do working drawings (floorplan, foundation, plot plan, section view, front, back and side views).

HMEC 252 — Consumer Economics. 3 hours. Emphasizes basic problems for the consumer, including borrowing for consumption, housing, insurance, investments, family budgets, quality standards, buying and frauds. The purpose of the course is to make the student aware of the rights of the consumer and legislation enforcing these rights.

HMEC 261 — Marriage and Family. 3 hours. Same as SOCY 230.

HMEC 262 — Child Developmental Psychology. 3 hours. Same as PSYC 211.

HMEC 263 — Adolescent and Adult Developmental Psychology. 3 hours. Same as PSYC 212.

HMEC 264 — Child, Family and Community Relations. 3 hours. Same as CDEV 264.

HMEC 290 — Dietetic Technician Seminar. 1 hour. The course gives an overall view and review of the academic and performance standards for the Dietetic Technician. It will take a look at the job market and professional issues to be faced on-the-job.

HMEC 312 — Professional Image and Dress. 1 hour. A study of the social psychology of dress and how it creates a professional image for men and women. Figure and wardrobe analysis, professional clothing needs, and individualized clothing decisions are studied.

HMEC 315 — Historical Dress and World Cultures. 3 hours. Survey of historic modes of dress as they reflect the social, economic, and cultural life of a people. Includes the study of American and European designers.

HMEC 327 — Human Nutrition. 3-4 hours. Biological and chemical principles of nutrition are presented and applied to human needs. The components of nutritional surveys are detailed and major features of nutritional deficiency diseases and other diseases with important nutritional aspects are highlighted. Students taking four hours credit will also carry out self-assessment energy and dietary surveys. These projects are recommended for those who plan to apply nutrition in a practical way. Prerequisites: BIOL 125 or CHEM 102 or 311.

HMEC 328 — Diet Therapy. 4 hours. A study of nutrition assessment techniques, dietary modifications, and provision of nutrition care for individuals with specific disease states and conditions.

HMEC 330 — Community Nutrition. 3 hours. Management and delivery of nutrition services in community settings. Emphasis is placed on proper nutrition in the physiological and cognitive development of individuals. Attention is also given to the influence of socioeconomic, cultural, and psychological factors on food and nutrition behavior in individuals, families, and social groups. Prerequisite: HMEC 121.

HMEC 333 — Foodborne Disease Control. 3 hours. This course offers practical information about the common foodborne diseases, the conditions that favor their transmission, the methods that effectively control them, and the legal and administrative aspects of control and enforcement.

HMEC 335 — The World Food Problem. 3 hours. Same as SOCY 374.

HMEC 337 — Quantity Foods. 3 hours. Standard methods of quantity food production and menu planning for social groups and institutions. Food costs and nutritional values are related to experiences in food service. Lecture and laboratory.

HMEC 342 — Energy Systems for Residential Design. 3 hours. Design and evaluation of appropriate energy systems in residential construction including heating/cooling, lighting, major appliances, and sound, as well as space planning.

HMEC 343 — Heritage of Interiors. 3 hours. Survey of historical architecture and interiors as they reflect the social, economic, and cultural life of a people. Includes the study of antiquity through modern periods.

HMEC 345 — Residential Design Studio. 4 hours. Analysis of the total residential environment, applying elements and principles of design to projects. Emphasis on functional uses of form and space to meet physiological and psychological requirements.

HMEC 353 — Institutional Management. 3 hours. Presents the principles of managing human and material resources in foodservice systems. The distribution of foods is also studied.

HMEC 355 — Management of Family Resources. 3 hours. The managerial principles of resources for individual family and other units, such as the use of time, human energy, money, values, goals, and standards, are evaluated and clarified in terms of the effective functioning of the family unit. Emphasis is also given to the parent/child relationship and its effect on resources.

HMEC 356 — Retail Merchandising. 3 hours. A study of the role of modern retailing in the process of meeting marketing needs. Students will be challenged to develop a retail perspective of the marketplace and will be equipped with the basic principles of retail management and merchandising. Both in theory and through field experiences, the student will be introduced to the strategic and operational sides of retailing.

HMEC 360 — Parenting. 3 hours. Same as CDEV 360.

HMEC 415 — Tailoring. 3 hours. A study of tailoring techniques by construction of an ensemble, suit or coat. Prerequisite: HMEC 112 or 513, by permission. Lecture and laboratory.

HMEC 440 — Nonresidential Design Studio. 4 hours. Studies of design theory, division of space, and equipment of non-residential interiors to meet physiological and psychological requirements.

HMEC 453 — Advanced Food Service Management. 3 hours. A comprehensive course that draws together food preparation, quantity food production and institutional management. It explores the more intricate parts of quality control, finance, computer assistance, and ethics in food service.

HMEC 475 — Curriculum and Methods. 3 hours. Development of effective teaching methods based on current educational trends. Curriculum planning, observations, and miniteaching experiences planned for middle school, secondary and adult levels. Study of the philosophy and procedures for vocational, cooperative and occupational Home Economics programs. Includes a 45-hour practicum in a public school setting. Prerequisites: PSYC 101, HMEC 262 or 263, EDUC 249, 351.

HMEC 487 — Field Placement. 1-5 hours. An individualized career-oriented internship. Selected learning experiences in approved work situations in food industry, fashion retail, child care, vocational career centers or welfare agencies. Prerequisite: consent of instructor and head of department.

HMEC 496 — Projects in Home Economics. 1 – 5 hours. An interdisciplinary course designed to give an opportunity to supplement an area of interest in home economics. Contracted work by each student includes research or application in the various areas of home economics, e.g., consumer economics, management, interior design, nutrition studies, clothing and textiles.

HMEC 498 — Professionalism, Issues and Actions. 3 hours. An interdisciplinary course designed to give an opportunity to supplement an area of interest in home economics. Contracted work by each student includes research or application in the various areas of home economics, e.g., consumer economics, management, interior design, nutrition studies, clothing and textiles.

HMEC 513 — Principles of Pattern Design. 3 hours. Interpretation of dress design developed through the medium of flat pattern; introduction to pattern drafting. Prerequisite: HMEC 112 or approval of instructor.

Child Development Courses

CDEV 210 — Instructional Methods of Early Childhood Education. 4 hours. Same as EDUC 210.

CDEV 211 — Child Developmental Psychology. 3 hours. Same as PSYC 211.

CDEV 220 — Early Childhood Field Practicum. 3 hours. Same as EDUC 220.

CDEV 261 — Art Activities for Children. 2 hours. Same as EDUC 261.

CDEV 264 — Child, Family and Community Relations. 3 hours. For parents, teachers, or others who expect to be responsible for young children. Increases understanding of the needs and feelings of both the developing child and the adult caregiver. Effective ways for the child, family and community to work together to provide for the optimum development of young children, including children from

other cultures and ethnic groups. A wide variety of philosophies and techniques will be explored.

CDEV 269 — Children's Literature. 3 hours. Same as EDUC 269.

CDEV 346 — Language Development in Young Children. 2 hours. Same as EDUC 346.

CDEV 359 — Teaching Reading to Young Children. 2 hours. Same as EDUC 359.

CDEV 360 — Parenting. 3 hours. This course introduces the student to theoretical approaches in parent-child interaction. It discusses basic strategies and skills for effective parenting. Prerequisite: PSYC/CDEV 211.

CDEV 376 — Teaching Diverse Populations. 3 hours. Same as EDUC 376.

CDEV 430 — History and Philosophy of Early Childhood Education. 3 hours. Same as EDUC 430.



Psychology students teach laboratory animals certain behaviors through repeated measures.

Psychology Department — PSYC

Faculty

WILLIAM BELL (1970)

Professor of Psychology; Head, Division of Social Sciences; Chair, Department of Psychology

B.A., 1961; M.A., 1967, Wheaton College
Ph.D., 1975, Northwestern University

RAY BOWER (1987)

Associate Professor of Psychology

B.A., 1976, Miami University, Ohio
M.A., 1987, Miami University, Ohio
Ph.D. 1992, Miami University, Ohio

FRANKLIN GARTON (1979)

*Associate Professor of Psychology;
Counseling and Career Center, Senior Counselor*

B.A., 1958, Olivet Nazarene University

M.A., 1965, Ball State University

Instructor's Certificate (PET), 1976,

LaVerne College

Instructor's Certificate (AMITY), 1978, Pine Rest Christian Hospital

M.A.E., 1987, Olivet Nazarene University

LAVERNE JORDAN (1986)

*Professor of Psychology,
Counseling and Career Center, Counselor*

B.S., 1970, Purdue University

M.S., 1973, University of Arizona

M.S., 1982, Purdue University

Ph.D., 1988, Purdue University

JIM D. KNIGHT (1975)

*Assistant Dean of Instruction; Registrar;
Associate Professor of Psychology*

B.A., 1966, Trevecca Nazarene College

M.S., 1973, University of Tennessee

The objective of the Department of Psychology is to acquaint students with the science of behavior and the principles which contribute to optimal personality development, good interpersonal relationships, and the effective understanding and influence of human behavior. The faculty seek to uphold the highest ideals of Christian citizenship and a Christian philosophy of humanity and the world.

The department specifically provides students with four opportunities. First, it offers the specific training necessary for admission to graduate

school programs in clinical, counseling, developmental, educational, industrial, social, experimental and school psychology. Second, for those who wish to move directly into a psychological vocation, the department provides students sufficient background in principles and practice to respond to the demands of their vocation. Third, the department enables students from other fields such as education, religion, business, and other social sciences, to become acquainted with the principles of human behavior which may be applied in their vocations. Fourth, the department seeks to give students sufficient intrapersonal and interpersonal understanding to optimize the development of healthy personalities and relationships.

To accomplish these objectives, several options are available. PSYC 101 or 211 or 212 is a prerequisite for all upper division courses in Psychology. PSYC 101 is the recommended entry level course unless a similar course has been taken by the student in high school.

It is recommended that students take BIOL 164 – Human Biology or BIOL 246 – Anatomy and Physiology to satisfy the laboratory science general education requirement.

Psychology Major: 31-37 hours. B.A. or B.S.

Required:

PSYC 101 – Intro to Psychology
or PSYC 301 – Adv General Psychology
203 – History & Systems of Psychology
211 – Child Development Psychology
212 – Adolescent and Adult Psychology
498 – Senior Seminar

Plus completion of one of the following options:

Option A: General Psychology (31 hours)

18 additional hours of Psychology to be approved by the Department Chair.

Option B: Pre-Graduate School (31 hours)

PSYC 331 – Basic Research & Statistics
332 – Advanced Research & Statistics

Plus 11 hours selected from:

PSYC 341 – Statistics
343 – Learning & Behav Modification
345 – Physiological Psychology
361 – Theories of Personality

362 – Psychological Testing
449 – Experimental Research Project
468 – Abnormal Psychology

Recommended supporting course:

BIOL 246 – Anatomy & Physiology I

Option C: Personnel Psychology (32 hours)

PSYC 233 – Group Dynamics
321 – Social Psychology
324 – Industrial/Organizational Psych
343 – Learning & Behav Modification
362 – Psychological Testing
466 – Psychology of Counseling

Required Supporting Courses:

BSNS 170 – Computer Applications in BSNS
367 – Organizational Behavior
468 – Human Resources Management
SPCH 347 – Organizational Communication

Option D: Mental Health Specialist (37 hours)

PSYC 361 – Theories of Personality
362 – Psychological Testing
365 – Crisis Intervention
466 – Psychology of Counseling
467 – Psychotherapy
468 – Abnormal Psychology
472 – Marriage & Family Counseling
473 – Group Therapy

Recommended supporting courses:

PSYC 469 – Field Experience
SOCY 201 – Social Intervention Practicum

Option E: Family Guidance & Counseling (34 hours)

PSYC 361 – Theories of Personality
365 – Crisis Intervention
466 – Psychology of Counseling
467 – Psychotherapy
468 – Abnormal Psychology
472 – Marriage & Family Counseling
473 – Group Therapy

Required Supporting Courses:

SOCY 230 – Marriage and the Family
CDEV 360 – Parenting

Recommended supporting courses:

PSYC 362 – Psychological Testing
469 – Field Experience

Option F: Pre-Physical Therapy (31 hours)

PSYC 312 — Personal Growth and Integration
345 — Physiological Psychology

and 12 additional hours to be approved by the Department Head.

Strongly recommended supporting courses are listed in the Department of Physical Education.

Psychology Minor: 21 hours.

Required:

PSYC 101 — Introduction to Psychology
or 301 — Advanced General Psychology
203 — History and Systems of Psychology
211 — Child Development
or 212 — Adolescent and Adult Development

The remaining hours are to be approved by the Department Head.

Psychology Teaching Minor: 21 hours

Required:

PSYC 101 — Introduction to Psychology
or 301 — Advanced General Psychology
203 — History and Systems of Psychology
211 — Child Development
212 — Adolescent and Adult Development

And 9 hours selected from:

PSYC 312 — Personal Growth and Integration
or 213 — Human Behavior and Social Environment
321 — Social Psychology
343 — Learning and Behavior Modification
362 — Psychological Testing
466 — Psychology of Counseling
468 — Abnormal Psychology

Typical Courses for a Psychology Major

Freshman Year

Introduction to Psychology
Bible I
Freshman Composition
Introduction to Fine Arts
History
Physical Education
Mathematics

Sophomore Year

Child Developmental Psychology
Adolescent and Adult Psychology

History and Systems of Psychology
Christian Doctrine
Speech
Literature
Human Anatomy and Physiology

General Courses

PSYC 101 — Introduction to Psychology. 3 hours. An introductory course in the scientific approach to the study of human behavior. The facts and principles of human behavior pertinent to everyday life are stressed. Recommended course for general education credit.

PSYC 202 — Educational Psychology. 3 hours. Same as EDUC 249. Prerequisite: PSYC 101, 211 or 212.

PSYC 203 — History and Systems of Psychology. 3 hours. A history of the field of psychology with particular emphasis on the theoretical development from the prescientific era to the present time. Prerequisite: PSYC 101, 211 or 212.

PSYC 211 — Child Developmental Psychology. 3 hours. A study of human physical, intellectual, emotional, perceptual, social and personality development from conception to puberty. It is recommended that 211 precede 212 if both courses are taken.

PSYC 212 — Adolescent and Adult Developmental Psychology. 3 hours. A study of human physical, intellectual, emotional, perceptual, social and personality development from puberty to death. It is recommended that 211 precede 212 if both courses are taken.

PSYC 213 — Human Behavior and The Social Environment. 3 hours. Same as SOCY 213. May not be taken with PSYC 312.

PSYC 222 — Psychology of Human Communication. 3 hours. Same as SPCH 103.

PSYC 233 — Group Dynamics. 3 hours. Same as SPCH 233.

PSYC 301 — Advanced General Psychology. 3 hours. An advanced survey and review of the theory and research in psychobiology, learning, development, personality, adjustment, social psychology, psychopathology, and psychotherapy. Special emphasis will be placed on sensation and perception, motivation and emotion, intelligence and psychological testing. Prerequisite: Four Psychology courses.

PSYC 312 — Personal Growth and Integration. 3 hours. Psychological and biblical principles that directly apply to personal psychological and spiritual development will be studied in a comparative and integrative manner. The course will examine the factors necessary to promote spiritual-psychological-psychophysiological health and wholeness. Recommended prerequisites: PSYC 101, 211, or 212.

PSYC 321 — Social Psychology. 3 hours. This course considers the social factors which operate in influencing the behavior of the individual. Emphasis is given to the description and evaluation of the methods of measurement and techniques of investigation for the social psychologist. Prerequisite: PSYC 101, 211 or 212.

PSYC 324 — Industrial/Organizational Psychology. 3 hours. A survey of the theory, research and strategies used in business, industry and government in the following areas: (a) personnel selection, assessment and training, (b) human engineering, motivation, work efficiency and job satisfaction, (c) organizational structure and dynamics, (d) leadership and supervisory training, (e) employee counseling. Prerequisite: PSYC 101, 211 or 212.

PSYC 425 — Seminar in Personnel Psychology. 3 hours. Theory and research in the behavioral sciences applied to personnel practices and policies such as personnel recruitment, placement, training, promotion, leadership, conflict resolution, human relations management, motivation, and ethics.

PSYC 498 — Psychology Seminar. 1 hour. This course is required of all Psychology majors in either their junior or senior year. It includes a series of lectures, panel discussions, guest speakers, and field trips — on such issues as vocations in psychology, graduate programs, application strategies, current issues, and ethics. Offered in the fall semester.

PSYC 499 — Special Topics in Psychology. 1-3 hours. A departmentally approved project where a major may pursue a subject of particular interest not already treated extensively in a regular course. Prerequisite: Psychology major.

Experimental Courses

PSYC 331 — Basic Research and Statistics. 4 hours. A survey of the methods of gathering, interpreting, and communicating research data. Topics include measurement and scaling techniques; naturalistic observation, case study, survey, correlational and experimental methods; non-parametric statistics, t-test, and single factor analysis of variance; report writing, graphical reporting of data, and bibliographical sources; computer data and database searches.

PSYC 332 — Advanced Research and Statistics. 3 hours. The study of advanced experimental methods and designs, the application of parametric statistics through three-factor analysis of variance, bibliographical sources and report writing, and the use of computers in research. Research experiences are included. Prerequisite: PSYC 331.

PSYC 341 — Statistics. 4 hours. Same as MATH 341.

PSYC 343 — Learning and Behavior Modification. 4 hours. A survey of the basic types of learning and the variables which influence the learning process. Emphasis is placed on the theoretical and applied aspects of human behavior change. Laboratory experiences are included. Prerequisite: PSYC 203; PSYC 331 is recommended.

PSYC 345 — Physiological Psychology. 3 hours. This course acquaints students with the neurological and glandular bases of learning, sensation, perception, and behavior. Laboratory experiences are included.

PSYC 449 — Experimental Research Project. 1-3 hours. A departmentally approved experimental research project designed, conducted and written up by the student. Prerequisites: Six Psychology courses including PSYC 331, 332.

Clinical and Counseling Courses

PSYC 361 — Theories of Personality. 3 hours. A study is made of the conceptualizations of personality that are acceptable to the various theoretical positions. Also, consideration is given to the many factors that affect the personality development of the individual. Emphasis is placed on what is considered normal personality. Recommended prerequisite: PSYC 203.

PSYC 362 — Psychological Testing. 3 hours. The assessment of human characteristics such as mental abilities, attitudes, aptitudes, learning disabilities, vocational interests, and personality traits and abnormalities. Emphasis is given to how psychological inventories are constructed, utilized and evaluated. Students will take and interpret various tests. Prerequisite: Four Psychology courses; PSYC 361 is recommended.

PSYC 365 — Crisis Intervention. 3 hours. Same as SOC 365.

PSYC 466 — Psychology of Counseling. 3 hours. A study of the process of psychological counseling with emphasis on effective counselor characteristics, the initial session, facilitative relationship, goals, strategies, termination, ethical issues within counseling, and the development of a personal counseling model. Application will be made to interest areas such as crisis intervention, pastoral counseling, marriage and family counseling, social work, and personnel services. Prerequisites: Four Psychology courses.

PSYC 467 — Psychotherapy. 3 hours. A survey of the major concepts and practices in contemporary psychotherapy and counseling. Emphasis will be given to psychoanalysis, individual psychology, transactional analysis, and person-centered, existential, gestalt, rational-emotive, reality, and behavior therapies. Attention will be given to the development of effective therapist characteristics and a personal therapy model. Prerequisites: Four Psychology courses including PSYC 203, 361.

PSYC 468 — Abnormal Psychology. 3 hours. A comprehensive study of the various types of personality and behavioral abnormalities, including their etiology, symptoms, dynamics and treatment. A comparison is made between normal and maladaptive functioning. Prerequisite: Four Psychology courses including PSYC 203, 361.

PSYC 469 — Field Experience. 5 hours. The student will work 16 hours per week in an approved agency under the supervision of a professionally trained staff member. This will be arranged according to the interests of the student. Open only to senior psychology majors. This course may not be included within the 31 hours major requirement.

PSYC 472 — Marriage and Family Counseling. 3 hours. The course will examine counseling strategies in premarital, marital and family situations. Topics will include the use of diagnostic tests such as the Taylor-Johnson Temperament Analysis; the factors necessary for interpersonal harmony in a family; and the dynamics and treatment of disharmonies and conflict as viewed from a number of perspectives including those of Adlerian therapy, Transactional Analysis, systems theory, and behavior therapy. Prerequisites: Seven Psychology courses; PSYC 466 required, 467 recommended.

PSYC 473 — Group Therapy. 3 hours. As para-professionals, scores of psychology graduates lead therapy groups in state hospital, community hospital and agency settings. Therapy group goals, leadership techniques, and treatment and evaluation strategies will be explored. The practices and effectiveness of various models representing the major schools of thought in psychology will be compared. Attention also will be given to the history and varieties of self-help groups such as Alcoholics Anonymous. Prerequisites: Seven Psychology courses; PSYC 466, 467 required; 233 recommended.

Sociology Department — SOCY

Faculty

JOSEPH F. NIELSON (1969)

Professor of Sociology, Chair, Department of Sociology

B.A., 1949, Olivet Nazarene University

M.A., 1964, Michigan State University

Ph.D., 1972, Michigan State University

MICHAEL LAREAU (1988)

Associate Professor of Sociology

Director, Social Work Program

B.S., 1964, Illinois Wesleyan University

M.S.W., 1968, University of Illinois

JAN HOCKENSMITH (1993)

Assistant Professor of Sociology

Field Coordinator, Social Work Program

B.S., 1974, Olivet Nazarene University

M.S.W., 1982, University of Illinois
University of Illinois

This department shares specific responsibility with other departments in the Division of Social Sciences for the achievement of institutional objectives which aim at the development of personality factors contributing to well-informed Christian citizenship.

The particular aims of the department in the achievement of general institutional objectives are: (1) to inform the students as to the structure and processes of the diversity of human relationships in their communities and within ethnic, national and other contexts; (2) to educate students in the use of the scientific method in the fields of sociology, social work and social justice; (3) to train students to practice the Christian concept of altruistic love in all human relationships, group as well as individual; (4) to provide, as fully as possible, a full range of educational experiences for students interested in sociology, social work, social justice, and in the teaching of the social sciences.

Courses in the Sociology Department are designed to give students a variety of career options:

- a. **Careers in Sociology:** urban planner and administrator, personnel and human resource work, Peace Corps and Vista Volunteer, social science teaching, researcher, clergy, attorney, economist,

political scientist, historian, and a variety of careers in institutional settings.

- b. **Careers in Social Work:** social work practice in legal service agencies, income maintenance programs, schools, criminal justice agencies, homeless shelters, domestic violence programs, child and adult day care centers, residential treatment programs, aging services, children and youth services, family service agencies, community action agencies, public health agencies, vocational rehabilitation services, mental retardation/developmental disabilities, mental health services, substance abuse programs, home care agencies, hospitals, hospices, nursing homes, employee assistance programs, and a variety of crisis centers.

- c. **Careers in Social Justice:** civilian and military police work, security, probation, parole, juvenile officer, corrections, investigation, personnel and human resource work, and a variety of careers in transitional and institutional settings.

A 405 hour (9 credit hour) field placement for senior social work majors in a public or private agency reinforces classroom learning giving the students "hands-on" experience. A 270 hour (6 credit hour) field placement for senior social justice majors provides a similar experience.

Core Requirements for all Departmental Majors:

- SOCY 120 — Introductory Sociology
230 — Marriage and the Family
240 — Social Structures
350 — Urban Sociology
380 — Race and Ethnic Relations

Sociology Major: 34 hours. B.A.

Required in addition to the Core:

- SOCY 331 — Basic Research and Statistics
332 — Advanced Research and Statistics
381 — Sociology of Religion
451 — Sociology Practicum
471 — Seminar in Social Science
481 — Social Thought

To be supported by 6 hours of History, 6 hours of Psychology and 2 hours of Philosophy.

Social Work Major: 51 hours. B.A. or B.S.

Required in addition to the Core:

- SOCY 200 — Introduction to Social Work
201 — Social Intervention Practicum
213 — Human Behavior/Social Environment
310, 311 — Social Work Practice I, II
331 — Basic Research and Statistics
365 — Crisis Intervention
400 — Field Placement (9 hours)
401 — Social Work Field Seminar
402 — Welfare Systems and Services
420 — Social Policy Analysis
To be supported by PSYC 101, PSCI 223, 3 hours of History and 2 hours of Philosophy.

Social Justice Major: 38 hours. B.A. or B.S.

Required in addition to the Core:

- SOCY 201 — Social Intervention Practicum
331 — Basic Research and Statistics
343 — Introduction to Criminal Justice
365 — Crisis Intervention
373 — Criminology
393 — Juvenile Delinquency
400 — Field Placement (6 hours)
To be supported by 6 hours of History, 6 hours of Psychology and 2 hours of Philosophy.

Sociology Minor: 16 hours

Required:

Courses approved by the Department Head. 10 hours must be upper division.

Social Work or Social Justice Minor: 18 hours

Courses approved by the Department Head. 10 hours must be upper division.

Typical Courses for Sociology Department Majors

Freshman Year

Introductory Sociology
Freshman Composition
Introduction to Psychology

Bible I
 American or Western Civilization
 Physical Education
 Intro to Biology
Sophomore Year
 Marriage and the Family
 Christian Doctrine
 Fundamentals of Speech
 Introduction to Philosophy
 American Government
 Social Structures
 Intro to Social Work
 Social Intervention Practicum

Courses

SOCY 120 — Introduction to Sociology. 3 hours. This course introduces the student to a study of heredity, culture, environment, and the group as they influence personality and group behavior. A brief study is made of research, human ecology, population, institutions, and social process.

SOCY 200 — Introduction to Social Work. 3 hours. This course introduces the student to the profession of social work. It is the first in an integrated series of professional foundation courses. Students will learn about the various fields of social work practice, as well as the values and ethics which guide practice. The perspectives of conservative, liberal, and radical thinking will form a continuum through which social work and social welfare will be examined. At the close of the course, the student should have an understanding of, and appreciation for, the breadth of social work practice, the systems within which it takes place, diverse target populations, the importance of assessment in social work, and personal, spiritual, and professional values guiding practice. Prerequisite: SOCY 120. Recommended Corequisite: SOCY 201.

SOCY 201 — Social Intervention Practicum. 1 hour. This course is entirely experiential, requiring the student to observe or participate in human services work for a minimum of 30 clock hours over the length of a semester. It enables the student to actually observe or participate in the daily work of human service agencies. One goal of this course is to enable the student to make a sound decision about whether or not to pursue further education, and perhaps a career, in human service work. A second goal of this course is to expose students to the diverse systems and populations where social workers, and other human service professionals, are employed. Corequisite: SOCY 200.

SOCY 213 — Human Behavior and the Social Environment. 3 hours. An integrating course designed to provide social work students with a systems framework for evaluating the strengths and deficits in human behavior and development. A life-span approach of biological, social, psychological, and cultural systems is emphasized. Theories and research about human growth and development are presented. The ecological (person-in-environment) model of human behavior is used in developing this course. Prerequisites: SOCY 120, PSYC 101, and BIOL 101 or BIOL 164.

SOCY 230 — Marriage and the Family. 3 hours. A brief history of the family is traced with some study of the commoner types of marriage and family organization. Factors making for proper mate selection and marital happiness are considered at length. The healthy family will be emphasized.

SOCY 240 — Social Structures. 3 hours. This course examines the nature of social structure in American society. The structure of social groups, the duality of social life in terms of both order and conflict, as well as stability and change, will be examined. The major emphasis in this course will be the social institutions of the family, religion, law, politics, economy, and education. Important issues such as social inequality, social class, gender, race and ethnicity, social mobility, poverty and homelessness will be examined in the ongoing study of social institutions. Prerequisite: SOCY 120.

SOCY 310 — Social Work Practice I. 3 hours. This course is the first of three sequential social work practice courses. It provides the student with the opportunity to learn about generalist social work practice. Social work with micro (individual and family), mezzo (group), and macro (community) systems is introduced; however, this course will emphasize the micro-perspective. This course is intended to operationalize what has been learned in Intro. to Social Work (SOCY 200), Social Intervention Practicum (SOCY 201), Human Behavior and the Social Environment (SOCY 213), and Basic Research and Statistics (SOCY 331). The ecological model of social work practice (person-in-environment), the generalist intervention model (G.I.M.), broader systems theory, and the strengths perspective form the framework for this course. Applications of social work practice with individual and families, sensitivity to human diversity, populations-at-risk, gender, and social justice are important parts of this course. Ethical behavior, evaluation of practice, and beginning recording skills are also emphasized. Prerequisite: SOCY 200, SOCY 201, SOCY 213. Corequisite: SOCY 331.

SOCY 311 — Social Work Practice II. 3 hours. This course is the second of three sequential social work practice courses. It provides the student with an introduction to mezzo-practice, or social work with groups of various types. The knowledge, values, and skills of generalist social work form the framework within which group practice takes place. An examination is made of the interactional model of practice in the context of social work with groups. The principles of group formation are reviewed. The beginning phase of group work practice, variant elements of contracting, the middle phase of practice, stressing the importance of working with the individual and the “second client” (the group), and the ending, or transitional phase of practice in the group context, are the principal areas of study in this course. Special attention is given to evaluation of group practice, diversity, gender, and ethical issues in group practice. The relationship of mezzo-practice, to micro- and macro-practice is also emphasized. Prerequisite: SOCY 310.

SOCY 321 — Social Psychology. 3 hours. Same as PSYC 321.

SOCY 331 — Basic Research and Statistics. 4 hours. Same as PSYC 331.

SOCY 332 — Advanced Research and Statistics. 3 hours. Same as PSYC 332. Prerequisite: SOCY 331.

SOCY 343 — Introduction to Criminal Justice. 3 hours. This course examines the American system of criminal justice. It serves as an overview to the nature and relationship of the various justice agencies. Issues in policework, the courts and corrections will be examined in depth.

SOCY 350 — Urban Sociology. 3 hours. Same as SSCI 350.

SOCY 364 — Anthropology. 3 hours. This course is designed to provide the student with an introductory survey of cultural anthropology. It should provide the students with training enabling them to appreciate the cultures of all peoples and lead them to a better perspective for the understanding of their own culture.

SOCY 365 — Crisis Intervention. 3 hours. This course is designed to provide a framework for intervention with individuals, families, groups, and communities in crisis. Theoretical and practical skills necessary for crisis assessment and resolution will be examined. Specific attention is given to women, ethnic and racial minorities, persons with disabilities, sexual orientation, mental and physical health, and life transitions. Research and evaluation in crisis intervention settings are also presented.

SOCY 373 — Criminology. 3 hours. The focus of this course is on the nature and measurement of crime. Theories of criminal behavior will be examined with an eye toward effectively dealing with the problem of crime in society. Offered in fall semester of alternate years.

SOCY 374 — World Food Problem. 3 hours. This is an interdisciplinary study including biological, chemical, sociological, economic, public health, and educational aspects. Important features of the world food problem and major possibilities for improvement are discussed. Student presentations as well as individual and group projects are given special emphasis.

SOCY 380 — Ethnic Relations. 3 hours. Ethnic relations will be considered in a theoretical framework. The aim is to impart a sociological understanding of minority groups in all cultures.

SOCY 381 — Sociology of Religion. 3 hours. A sociological consideration of religion related to culture, society, and the individual. One unit deals with personal experience in religion. Offered in the spring semester of alternate years.

SOCY 393 — Juvenile Delinquency. 3 hours. A study of the problems of juvenile delinquency in America, including its nature and causes, the juvenile justice system, and the methods of treatment, probation, detention and prevention. Offered in fall semester of alternate years.

SOCY 400 — Field Placement. 6 - 9 hours. This course must be taken during the senior year. All students enrolling in this course are required to complete a field placement application in the semester prior to the planned placement. Special attention is given to placing students in areas of their interest and with agencies where professional supervision and experiences covering a broad spectrum of generalist practice are available. Agencies offering supervision by a professional possessing a Master of Social Work (MSW) degree are preferred, but consideration is given to agencies without MSW supervision which offer placements congruent with generalist practice. The social work field coordinator reserves the right to affirm or deny specific placements.

SOCY 401 — Social Work Field Seminar. 1 hour. This is an integrating practice seminar for social work majors to be taken concurrently with field placement. Students will meet bi-weekly for two hours to discuss their learning experiences in field settings. The knowledge, skills, values, and ethics of the social work profession will be discussed in the context of agency policy and practice. The emphasis in this course will be to integrate theory and practice.

SOCY 402 — Welfare Systems and Services. 3 hours. Welfare systems and services will present an introduction to social work macro-practice. This course will assist the student in building a cognitive framework to identify systems in need of change, the type of change needed, and strategies for bringing about change. Welfare Systems and Services also reviews the social worker in the role of administrator, supervisor, committee participant, and program developer. The social work role in community systems regarding needs assessments, client advocacy, and encouraging consumer participation will be presented. All major federal and state welfare programs will be reviewed. Prerequisite: SOCY 311.

SOCY 420 — Social Policy Analysis. 3 hours. This is an integrative course which explores social work practice issues as they are influenced by social welfare policy and programs. Past and present social policy will be examined with a view toward the development of future social policy. Students will examine political and social systems as arenas for social work macro-practice. Prerequisite: SOCY 402.

SOCY 451 — Sociology Practicum. 3 hours. This course provides students in the Sociology major with advanced opportunities in research and evaluation. Students will work on approved projects under the supervision of a faculty member. Prerequisites: SOCY 331 and 332.

SOCY 471— Seminar in Social Science. 3 hours. Same as SSCI 471.

SOCY 481 — Social Thought. 3 hours. A study of the contribution of leaders in the field of sociology, with emphasis on historical and contemporary theorists. Offered in spring semester of alternate years.



A political science class takes advantage of a beautiful spring day by conducting a class out of doors.



Aerial view of the campus, looking northeast, in the same general direction as the campus map on page 219. October 1990.

Chapter 8

School of Graduate and Adult Studies

Henry L. Smith, Dean

Recognizing that learning continues throughout life, Olivet Nazarene University serves adults interested in pursuing graduate and undergraduate professional studies.

The School of Graduate and Adult Studies attempts to fulfill the following general objectives:

- To provide quality degree programs for the intellectual, spiritual, and personal growth of adult students which integrate education, values, and faith.
- To offer educational degree programs to adult students who appreciate the religious and ethical teachings of the University and whose occupations, family responsibilities, personal preferences, and/or geographical location do not permit them to live in residence on the campus.
- To provide an atmosphere which will stimulate intellectual curiosity and constructive critical thinking through the exploration of the ideas inherent in the liberal arts, professional traditions, and the Christian faith.

Most of the programs are offered in special packages in which the degree may be earned in less than two years by enrolling in classes which meet once a week, or in some programs, through classes which meet for one week, two or three times a year.

Detailed information is published in the *Bulletin of the School of Graduate and Adult Studies*, which is available in the school's office in the Marquart House on East University Avenue in Bourbonnais, or at the extension office in Schaumburg.

In addition to programs meeting on campus in Bourbonnais, Olivet has authorization to offer the following degree programs throughout the greater Chicago area: The Master

of Business Administration, the Master of Arts in Education with a Curriculum and Instruction major, and the undergraduate Management degree completion program. Classes are held north of Chicago in Schaumburg and Arlington Heights, downtown Chicago, and in the south Chicago locations of Homewood and Chicago Heights.

Olivet Campus: (815) 939-5291
Schaumburg Office: (708) 240-6100

Graduate Programs

The School of Graduate and Adult Studies offers courses leading to eight master's degrees:

- 1) Master of Arts with a major in Religion, 2) Master of Arts in Education with majors in Curriculum and Instruction, Secondary Education, English/Language Arts, Reading, Social Studies and Science Education, 3) Master of Arts in Teaching, with majors in Elementary and Secondary Education, 4) Master of Business Administration, 5) Master of Church Management, 6) Master of Pastoral Counseling, 7) Master of Practical Ministries, and 8) Master of Science with a major in Psychology, with an emphasis on the developmentally disabled.

Master of Arts: Religion

Robert Branson, Coordinator

The Master of Arts with a major in Religion attempts to integrate biblical and theological studies to the theory and practice of Christian ministry. Every three-semester-hour course has a corresponding one-semester-hour supervised practicum. Students who are concurrently in a full or part-time ministerial assignment complete their practica as a part of the fulfillment of that assignment.

This approach attempts 1) to provide a clearer conceptual link between biblical and theological studies and the practical work of ministry than one that sharply distinguishes academics and practics; 2) to integrate the study of Bible, Theology, and Practics so as to blend the somewhat artificial distinctions between them; and 3) to keep in focus the goal of religious studies as the service of God and people through the various ministries of the church.

The Graduate Religion Program has as its major goal the preparation of students at the graduate level for vocations as Christian ministers, especially in the Church of the Nazarene.

This Graduate Religion Program is Olivet's only graduate program which follows the traditional, residential campus delivery system based on 15 week semesters.

RELIGION Major:

30-31 hours, M.A.

BLIT 610	— Biblical Theology	3 hours
619	— Practicum	1 hour
620	— Biblical Exegesis	3 hours
629	— Practicum	1 hour

THEO 600 – Wesleyan Theology	3 hours
609 – Practicum	1 hour
630 – Ministry to People	3 hours
639 – Practicum	1 hour
640 – The Church	3 hours
649 – Practicum	1 hour
650 – American Christianity	3 hours
659 – Practicum	1 hour
670 – World Christianity	3 hours
679 – Practicum	1 hour
680 – Scholarly Option	2 hours

Normally each of the above courses will be offered every calendar year: three courses and their corresponding practica during the fall; three, during the spring; and one each summer. The general content of each of these courses is described in the **School of Graduate and Adult Studies Bulletin**.

Master of Arts in Education

Lora Donoho, Coordinator

Olivet Nazarene University seeks to develop the professional educator in grades K-12 who, upon completion of the degree, is able to combine knowledge of educational theory with an ability to think creatively and resourcefully to solve curricular and instructional problems within the classroom school building, school district, or state agency.

Olivet offers a broad program in curriculum and instruction which is designed to enhance the professional skills and teaching competencies of K-12 teachers. The institution offers specialized programs in elementary education, reading, English, Science, and Social Studies as enrichment programs for teachers who wish to develop additional competencies in a selected field of concentration.

CURRICULUM AND INSTRUCTION Major:

33 hours, M.A.E.

EDUC 601 – Philosophical and Psychological Concepts of Education	3 hours
603 – Learning Theories and Instruction	3 hours
604 – Teaching for Thinking: A Cognitive Approach	3 hours
605 – Teaching for the Affect: The Forgotten Domain	3 hours
611 – Methods of Educational Research	3 hours
612 – Assessment and Evaluation	3 hours
633 – Trends in Curriculum	3 hours
639 – Contemporary Issues in Education	3 hours
648 – Reading Instruction in Content Areas	3 hours
697 – Research Seminar	2 hours
695 – Creative Project or EDUC 699 Thesis	4 hours

ELEMENTARY EDUCATION Major:

30 hours, M.A.E.

EDUC 601 – Philosophical and Psychological Concepts of Education	4 hours
611 – Methods of Educational Research	4 hours
627 – Teaching Reading in Elem School: Assess & Remediation	4 hours

630 – Computer Application in Elementary Instruction	4 hours
635 – Trends in Elementary Curriculum	4 hours
639 – Contemporary Issues in Education	4 hours
684 – Workshop: Strategies for Supervising Student Teachers	1 hour
686 – Workshop: Creative Writing in Elementary Grades	1 hour
695 – Creative Project or EDUC 699 Thesis or non-thesis option	4 hours

ENGLISH/LANGUAGE ARTS EDUCATION Major:

30 hours, M.A.E.

EDUC 601 – Philosophical and Psychological Concepts of Education	4 hours
611 – Methods of Educational Research	4 hours
676 – Seminar in Teaching English	4 hours
684 – Workshop: Strategies for Supervising Student Teachers	1 hour
685 – Workshop: Drama, Literary Contests & Publications	1 hour
ENGL 603 – Writing Theory and Pedagogy	4 hours
LIT 668 – Adolescent Literature	4 hours
670 – World Literature	4 hours
EDUC 695 – Creative Project or EDUC 699 Thesis or non-thesis option	4 hours

READING Major:

30 hours, M.A.E.

EDUC 601 – Philosophical and Psychological Concepts of Education	4 hours
611 – Methods of Educational Research	4 hours
627 – Teaching Reading in Elem School: Assess & Remediation	4 hours
642 – Fundamentals of Reading Techniques	4 hours
648 – Reading Instruction in the Content Areas	4 hours
669 – Children's Literature in Reading Program	4 hours
677 – Workshop: Diagnostic Teaching Techniques in Reading	1 hour
678 – Workshop: Clinical Practicum in Reading	1 hour
695 – Creative Project or EDUC 699 Thesis or non-thesis option	4 hours

SCIENCE EDUCATION Major:

30 hours, M.A.E.

EDUC 601 – Philosophical and Psychological Concepts of Education	4 hours
611 – Methods of Educational Research	4 hours
CHEM 600 – Matter and Energy	3 hours
GEOL 610 – The Universe	3 hours
620 – The Earth	3 hours
BIOL 630 – Resources and the Environment	3 hours
640 – Modern Biological Techniques	2 hours
CSIS 640 – Computers in Science Education	2 hours
NSCI 650 – Environmental Education Workshop	1 hour
689 – NASA Aerospace Education Workshop	1 hour
EDUC 695 – Creative Project or EDUC 699 Thesis	4 hours

SOCIAL STUDIES EDUCATION Major:

30 hours, M.A.E.

EDUC 601 – Philosophical and Psychological Concepts of Education	4 hours
611 – Methods of Educational Research	4 hours
639 – Contemporary Issues in Education	4 hours

662 – Social Science Seminar	4 hours
664 – Seminar in Teaching History	4 hours
666 – Issues/Strategies of Global Education	4 hours
685 – Workshop: Strategies Supervising Student Teachers	1 hour
687 – Workshop: Writing to Learn in Social Studies	1 hour
695 – Creative Project or EDUC 699 Thesis or non-thesis option	4 hours

The general content of each of these courses is described in the **School of Graduate and Adult Studies Bulletin**.

Master of Arts in Teaching

Lora Donoho, Coordinator

The Master of Arts in Teaching degree program is designed for students with baccalaureate degrees who desire either an Illinois Standard Elementary (K-9) or Illinois Standard Secondary (6-12) teaching certificate. The emphasis of the program is placed on meeting the entrance requirements to the profession of teaching. The focus is on the preparation of prospective teachers by providing professional study combined with practical classroom experience.

Classes are offered one evening per week for approximately two years with a minimum of 15 and a maximum of 22 students enrolled in each class. In addition to the weekly class sessions, students are required to participate in study group assignments. The format is a “lock-step” approach in which an entering class stays together throughout the program. Note the common core shared by both the Elementary and the Secondary tracks.

ELEMENTARY EDUCATION Major:

36 hours, M.A.T.

EDUC 601 – Philosophical and Psychological Concepts of Education	4 hours
611 – Educational Research and Technology	2 hours
675 – Integrating and Language Arts	3 hours
600 – Practicum/Field Experience	1 hour
627 – Reading Methodology and Remediation	3 hours
600 – Practicum/Field Experience	1 hour
602 – Teaching Diverse Populations in the Regular Classroom	3 hours
671 – Teaching Science and Math: Inquiry and Integration	3 hours
600 – Practicum/Field Experience	1 hour
679 – Teaching Social Science: A Multicultural, Interdisciplinary Approach	3 hours
600 – Practicum/Field Experience	1 hour
639 – Contemporary Issues in Education	3 hours
692 – Student Teaching	8 hours

SECONDARY EDUCATION Major:

36 hours, M.A.T.

EDUC 601 – Philosophical and Psychological Concepts of Education	4 hours
611 – Educational Research and Technology	2 hours
675 – Integrating the Language Arts	3 hours

606 — Practicum/Field Experience	1 hour
641 — Secondary Teaching Methods: Traditions and Trends	3 hours
606 — Practicum/Field Experience	1 hour
602 — Teaching Diverse Populations in the Regular Classroom	3 hours
643 — Teaching in Your Specialty: Inquiry and Integration	4 hours
606 — Practicum/Field Experience	1 hour
653 — Teaching Reading in the Content Areas	2 hours
606 — Practicum/Field Experience	1 hour
639 — Contemporary Issues in Education	3 hours
691 — Student Teaching	8 hours

The general content of each of these courses is described in the **School of Graduate and Adult Studies Bulletin**.

Master of Business Administration

Glen Rewerts, Coordinator

The Master of Business Administration program is a 35 semester credit hour graduate program designed to enhance the professional skills of business managers and executives. The program is designed for adult professionals who seek to build upon their business education foundation and work experience in order to further their personal and professional career objectives through the acquisition of additional knowledge and skills in the area of business management.

Classes are offered one evening per week for approximately two years with a minimum of 15 and a maximum of 22 students enrolled in each class. In addition to the weekly class sessions, students are required to participate in study group assignments. The format is a “lock-step” approach in which an entering class stays together throughout the program.

MASTER OF BUSINESS ADMINISTRATION:

35 hours, M.B.A.

BSNS 621 — Personal and Professional Development	3 hours
610 — Computer Application in Business	2 hours
623 — Effective Professional Communication	3 hours
624 — Management and Leadership	3 hours
625 — Managerial Statistics	3 hours
626 — Managerial Decision Making	3 hours
627 — Managerial Accounting	3 hours
629 — Managerial Economics	3 hours
628 — Managerial Finance	3 hours
630 — Marketing Management	3 hours
631 — Managing Policy, Change, and Technology	3 hours
632 — Management Project	3 hours

The general content of each of these courses is described in the **School of Graduate and Adult Studies Bulletin**.

Master of Church Management

Joseph Nielson, Coordinator

This degree program is intended to provide training in church management for pastors with experience in the pastoral ministry. Three seminars a year are offered on campus: in September, January, and May. Pastors will have concentrated studies during these seminars with a variety of ecumenical speakers. The week of residence includes class work and discussion groups. Work relating to these seminars (readings and papers) will be assigned for home study to be completed within nine months of the week long class sessions.

MASTER OF CHURCH MANAGEMENT:

30 hours, M.C.M.

Required:

THEO 501 — Preaching That Communicates	3 hours
502 — Group Dynamics	3 hours
503 — Church and the Family	3 hours
504 — Pastor and Church Finances	3 hours
505 — Renewing the Spirit of Revival	3 hours
506 — Self Development	3 hours
507 — Multiple Groups in the Church	3 hours
508 — Expositional Studies	3 hours
511 — Research Paper	2 hours
512 — Practicum	4 hours

The general content of each of these courses is described in the **School of Graduate and Adult Studies Bulletin**.

Master of Pastoral Counseling

Joseph Nielson, Coordinator

This Master of Pastoral Counseling Program is designed to provide training for pastors with experience in pastoral ministry. Psychological principles are examined, and students analyze the interrelationship between the pastor's role as a minister and a counselor.

Students participate in nine weeks of on-campus study for 27 hours of semester credit, and a documented in-service practicum which earns 12 semester hours of credit. It is possible to complete the 39 semester hour program in three years.

MASTER OF PASTORAL COUNSELING:

39 hours, M.P.C.

Required:

THEO 631 — Communication and Listening Skills	3 hours
632 — Development of Philosophical Perspective of Counseling/Understanding Yourself	3 hours
633 — Marriage and Family Dynamics	3 hours
634 — Intervention in Spiritual and Emotional Problems	3 hours

635 — Introduction to Behavior Disorders and Resources	3 hours
636 — Pastoral Intervention in Addictive Disorders	3 hours
637 — Life Cycle Pastoral Counseling	3 hours
638 — Church Program for Personal Growth	3 hours
641 — Legal, Ethical, and Practical Issues of Pastoral Counseling	3 hours
687 — Internship/Practicum Experience	12 hours

The general content of each of these courses is described in the **School of Graduate and Adult Studies Bulletin**.

Master of Practical Ministries

John Rhemick, Coordinator

The Master of Practical Ministries is a 30 semester credit hour program which is designed specifically for officers of The Salvation Army who have already obtained a bachelor's degree. The program was developed in collaboration with the Education Department of The Salvation Army Central Territory and continues as a joint effort of both The Salvation Army and Olivet Nazarene University. The major goal of the program is the preparation of students at the graduate level for ministry that confronts society as a whole while focusing on religious, social, and cultural issues, especially as they relate to The Salvation Army.

MASTER of PRACTICAL MINISTRIES:

30 hours, M.P.M.

Eight courses selected from the following:

PRM 605 — Administration	3 hours
610 — Discipling	3 hours
615 — Preaching and Worship	3 hours
620 — Corps Growth	3 hours
635 — Counseling	3 hours
600 — Spiritual Formation and Personal Development	3 hours
625 — Organizational Behavior	3 hours
650 — Family Dynamics and Intervention	3 hours
640 — Community Ministries	3 hours
645 — Social Work	3 hours

The following are required for all students:

PRM 698 — Ministry Practicum	2 hours
699 — Thesis	4 hours

The general content of each of these courses is described in the **School of Graduate and Adult Studies Bulletin**.

Master of Science: Psychology

William Bell, Coordinator

The Master of Science in Psychology is a professional/practitioner degree designed to enable bachelor's level employees, working with the developmentally disabled (DD), to obtain a master's degree and be eligible for the position of Psychologist I (entry level psychologist) in State of Illinois MI/DD facilities.

PSYCHOLOGY Major:

36 hours (minimum), M.S.

Emphasis on the developmentally disabled

Required core courses and practica (19 hours)

PSYC 611 — Abnormal Psychology and Differential Diagnoses	3 hours
612 — Differential Diagnosis Practicum	1 hour
613 — Psychotherapies	3 hours
615 — Behavior Modification	3 hours
616 — Behavior Modification Practicum	1 hour
617 — Psychometric Assessment	3 hours
618 — Psychometric Assessment Practicum	1 hour
641 — Clinical Research Methodology	3 hours
642 — Clinical Research Practicum	1 hour

Required supplementary courses for employees working with DD (9 hours)

PSYC 681 — Survey of the Exceptional Adult	3 hours
682 — Counseling the Developmentally Disabled Client	3 hours
683 — Services and Strategies for the Developmentally Disabled Adult	3 hours

Electives for employees working with DD

PSYC 631 — Psychopharmacology	3 hours
699 — Special Topics in Psychology (In-service training, conferences, etc.)	¼ to 3 hours

Required Internship

PSYC 698 — Internship in Psychology	5-8 hours
(This required 250-400 hour internship will be under the direct supervision of a licensed Clinical Psychologist or a Psychologist III)	

The general content of each of these courses is described in the **School of Graduate and Adult Studies Bulletin**.

Baccalaureate Degree Completion Programs

In order to meet the needs of working adults, Olivet Nazarene University offers a number of degree completion programs as alternatives to the usual residential degree program. The degree completion options have several features which are designed to make them ideal programs for adults with other responsibilities.

- 1. Classes are at locations that are convenient to students' residences or work.
- 2. Classes usually meet once a week, or in extended sessions at a time compatible with students' work schedules.
- 3. Course content is geared toward practical application in the everyday life and occupation of a student.
- 4. Because Olivet recognizes that adult students bring a wide variety of experiences and skills with them, college credit is awarded, under specified circumstances, for some of these appropriate experiences.
- 5. Students participate in and contribute to every class session using a variety of methods meaningful and appropriate to the adult learner.
- 6. Student/faculty class contract hours vary based on the objectives and intended outcomes of each course.
- 7. Adult "cooperative" learning strategies are utilized.

Management Major
Degree Completion, B.S. or B.A.S.
Henry L. Smith, Coordinator

The Bachelor of Science and the Bachelor of Applied Science with a major in Management is a 42 semester credit hour degree completion program designed for working adult students who possess work experience in general business/industry related fields and an associate degree or comparable educational credentials in the associate of arts or science areas of study. The program is designed for adult students who seek to build upon their educational foundations and work experience in order to further their personal and professional career objectives through the acquisition of additional knowledge and skills in the area of management.

Classes are offered one evening per week for approximately two years with a minimum of 15 and a maximum of 22 students enrolled in each class. In addition to the weekly class sessions, students are required to participate in study group assignments. The format is a "lock-step" approach in which an entering class stays together throughout the program.

Management Courses
42 hours, B.S.

BSM 300 — Principles of Self Management	2 hours
320 — Organizational Behavior	3 hours
316 — Written Communication in Organizations	3 hours
400 — Research Methodology and Practices	4 hours
321 — Managerial Decision Making	3 hours
317 — Oral Communication in Organizations	3 hours
325 — Personnel Management	3 hours
410 — Budgeting and Financial Planning	3 hours
405 — Organizational Ethics	3 hours
416 — Business Law	3 hours
430 — Research Project A	0 hours

406 — Intercultural Relations	3 hours
420 — Negotiation and Conflict Resolution	3 hours
426 — Strategic Planning and Policy Analysis	3 hours
430 — Research Project B	3 hours

The general content of each of these courses is described in the **School of Graduate and Adult Studies Bulletin**.

Bridge Program

Degree Completion in Management

The Bridge program is designed for entry to the Bachelor of Science and the Bachelor of Applied Science degree completion program with a major in Management. Upon completion of the 37 credit hour Bridge curriculum and the 42 credit hour Management degree completion core curriculum, students will have completed the necessary liberal arts courses to meet their general education requirements at Olivet.

The Bridge curriculum is one of **two entry points** for students who desire to complete the Bachelor of Science in Management degree program. First, students with only 30 semester transfer hours may take the 37 hour Bridge core and then complete the 42 hour Management core. Second, students with 60 semester hours begin by taking the 42 hour Management core curriculum. For graduation, all students complete Olivet's general education requirements, the major core curriculum, and any other elective hours needed to total 128 hours.

Bridge Courses

37 hours

GNST 201 — Personal and Professional Assessment	3 hours
BSM 126 — Personal Computer Use	2 hours
ENGL 150 — Special Topics in Expository Prose and Research	3 hours
BLIT 210 — Biblical Literature	4 hours
MATH 115 — Mathematics for Management	3 hours
PSYC 321 — Social Psychology	3 hours
PHYS 108 — Introduction to Physics with Lab Science	4 hours
THEO 400 — Faith and Contemporary Issues	4 hours
HIST 250 — The History of the City	3 hours
FINA 104 — Fine Arts	3 hours
LIT 201 — Literature and Life Application	3 hours
PHED 170 — Adult Wellness	2 hours

The general content of each of these courses is described in the **School of Graduate and Adult Studies Bulletin**.

Nursing Major

Degree Completion Track, B.S.

Janice Holmes, Coordinator

Olivet Nazarene University offers a Bachelor of Science degree with a major in nursing. A traditional undergraduate track and a degree completion track are available. The nursing major is state approved and accredited by the National League for Nursing.

The degree completion track includes a 35 semester credit hour curriculum which is designed for Registered Nurses who have earned either an associate degree in nursing or a diploma in nursing. The program is designed for registered nurses who want to advance their personal and professional goals. Twenty-four (24) hours of nursing transfer credit may be achieved by success on the NLN/ACT-PEP examinations. The bachelor's degree in nursing is required for graduate study and is helpful for career advancement.

Classes are offered one evening per week for approximately two years with a minimum of 15 and a maximum of 20 students enrolled in each class. In addition to the weekly class sessions, students are required to participate in group and clinical assignments. The format is a "lock-step" approach in which an entering class stays together throughout the program.

Nursing Courses, Degree Completion Track

35 hours, B.S.

NRSG 300 — Introduction to Professional Nursing	3 hours
335 — Computers and Health Care	3 hours
345 — Transcultural Nursing	3 hours
350 — Health Assessment	3 hours
375 — Family Health Nursing	3 hours
395 — Nursing Research	2 hours
441 — Advanced Adult Health Nursing	3 hours
445 — Families in Crisis	2 hours
455 — Community Health Nursing	3 hours
460 — Leadership in Nursing	3 hours
465 — Health, Law and Ethics	3 hours
466 — Research Project	1 hour
476 — Issues and Trends in Nursing	3 hours

The general content of each of these courses is described in the **School of Graduate and Adult Studies Bulletin**.

Practical Ministries Major

Degree Completion, B.S.

John Rhemick, Coordinator

The Practical Ministries major is a 128 semester credit hour program which is designed specifically for officers of The Salvation Army who have already obtained an associate degree or a minimum of 64 semester hours of college credit. The program was developed in collaboration with the Education Department of The Salvation Army Central Territory and continues as a joint effort of both The Salvation Army and Olivet Nazarene University. The Territorial Secretary, Education Department of The Salvation Army Central Territory, serves through Olivet as Coordinator of the Practical Ministries degree. The major goal of the program is the preparation of students at the bachelor's degree level for ministry that confronts society as a whole while focusing on religious, social, and cultural issues, especially as they relate to The Salvation Army.

Week-long seminars are held on the Olivet campus, in May and August of each year. Each week a different seminar is offered and may be taken for credit or noncredit.

Students return to their homes and have nine months to complete their seminar assignments.

Practical Ministries Courses

30 hours, B.S.

PRM 305 — Administration	3 hours
310 — Discipling	3 hours
315 — Preaching and Worship	3 hours
320 — Corps Growth	3 hours
410 — Counseling	3 hours
400 — Spiritual Formation and Personal Development	3 hours
401 — Organizational Behavior	3 hours
470 — Family Dynamics and Intervention	3 hours
415 — Community Ministries	3 hours
420 — Social Work	3 hours

The general content of each of these courses is described in the **School of Graduate and Adult Studies Bulletin**.



Members of an Olivet M.B.A. class discuss a project underway at the Schaumburg, Illinois, location.

Chapter 9

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This alphabetical listing of members of the faculty gives reference to the department in which they teach, where a more complete listing of their positions and degrees is shown.

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B.A., M.Div., M.R.E., M.Th.

Degree and Enrollment Statistics

Degrees Granted (July 1-June 30)

	1991	1992	1993
Associate of Arts	5	1	1
Bachelor of Arts	103	124	113
Bachelor of Science	151	159	202
Bachelor of Theology	4	3	4
Bachelor of Applied Science	0	7	9
Master of Arts	3	6	5
Master of Arts in Education	37	30	17
Master of Church Management	5	3	2
Master of Arts in Religion	1	0	0
Master of Business Administration	16	9	1
Master of Pastoral Counseling	2	2	13
Master of Arts in Teaching	10	15	11
Total	337	359	378

Fall Enrollment Statistics

	1991	1992	1993
College Level			
Freshmen	559	602	606
Sophomores	328	339	338
Juniors	295	272	303
Seniors	280	292	284
Other Undergraduates	56	56	57
Adult Studies, Undergraduate	228	291	327
Graduate	152	144	279
Total Enrolled	1,898	1,996	2,194
Equivalent full-time students (15 semester hour load)	1,673	1,769	1,871

Student Credit Hours by Division

	1991	1992	1993
Business	2,272	2,346	---
Communication	3,809.5	3,977	3,964
Education	1,972	1,741	2,595
Fine Arts	1,703.5	1,593	1,612.5
Health Sciences	1,546	1,741	---
Natural Sciences	4,609	4,974.5	4,990
Nursing	---	---	1,020
Religion	2,738	3,096	3,020
Social Sciences	4,234	4,280.5	7,973
General Studies	479	469	515
Adult Studies	1,728	2,316	2,373
Total	25,091	26,534	28,062.5

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☐ Bible
☐ Biology
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☐ Business
☐ Chemistry
☐ Christian Education
☐ Church Music
☐ Clinical Lab Science
☐ Communications
☐ Computer Science
☐ Counseling
☐ Criminal Justice
☐ Dietetics, Foods

☐ Early Childhood Education
☐ Economics
☐ Elementary Education
☐ Engineering
☐ English
☐ Environmental Science
☐ Family Services
☐ Fashion Merchandising
☐ Finance, Business
☐ Foreign Languages
☐ Geology
☐ Health
☐ History
☐ Home Economics
☐ Housing and Environmental Design
☐ Journalism

☐ Management
☐ Marketing
☐ Mathematics
☐ Medical Technology
☐ Music: Instrumental _____
☐ Keyboard _____ Vocal _____
☐ Ministry
☐ Missions
☐ Nursing
☐ Philosophy
☐ Physical Education
☐ Political Science
☐ Pre-Dental
☐ Pre-Law
☐ Pre-Medical
☐ Pre-Pharmacy

☐ Pre-Physical Therapy
☐ Pre-Veterinary
☐ Psychology
☐ Public Policy
☐ Religion
☐ ROTC
☐ Secondary Education
☐ Social Justice
☐ Social Work
☐ Sociology
☐ Speech Communication
☐ Theology

☐ Graduate Study

I am also interested in:

Extracurricular Activities

☐ Cheerleading
☐ Christian Ministries
☐ Drama
☐ Music, Vocal
☐ Music, Instrumental
☐ Newspaper
☐ Yearbook
☐ Student Council

Varsity Sports:

Intramural Sports:

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Fall Semester, 1994

August 22
August 23
August 24
September 16
September 18-21
October 10-11
October 19
October 26
November 4
November 11-13
November 11
November 22
November 28
December 12-15

Orientation for Freshmen/Transfers
Registration Day
Wednesday, 7:30 a.m., classes begin
Final day to drop Block I courses
Fall Revival
Fall Break
Mid-Semester (Block II courses begin)
Academic Convocation
Final day to drop semester-length courses
Homecoming
Final day to drop Block II courses
Thanksgiving Holiday begins at 5:00 p.m.
Classes resume - 7:30 a.m.
Final Examinations - Monday thru Thursday

Fall Semester, 1995

August 21
August 22
August 23
September 15
September 17-20
October 9-10
October 18
To be announced
November 3
November 3-5
November 10
November 21
November 27
December 11-14

Spring Semester, 1995

January 9
January 10
February 3
February 17
February 27-March 1
March 6
March 10
March 20
March 31
April 7
April 14-17
April 17
May 1-4
May 5
May 6

Registration Day and New Student Orientation
Classes begin, 7:30 a.m.
Final day to drop Block III courses
Friday, Study Break
Winter Revival
Block IV courses begin
Spring Recess begins at 5:00 p.m.
Monday, 7:30 a.m., classes resume
Final day to drop semester-length courses
Final day to drop Block IV courses
Easter Break
Monday only classes will meet
Final Exams - Monday thru Thursday
Friday, Baccalaureate Service
Saturday, 9:30 a.m., Commencement Convocation

Spring Semester, 1996

January 8
January 9
February 2
February 16
February 25-28
March 4
March 8
March 18
March 29
April 4
April 5-8
April 8
April 29-May 2
May 3
May 4

1994

JULY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
AUGUST						
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30	31					
NOVEMBER						
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DECEMBER						
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11	12	13	14	15	16	17
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25	26	27	28	29	30	31

1995

JANUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
FEBRUARY						
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
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MARCH						
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APRIL						
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MAY						
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JUNE						
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JULY						
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AUGUST						
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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DECEMBER						
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JANUARY						
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FEBRUARY						
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MAY						
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JUNE						
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